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ABSTRACT

This curriculum guide contains materials necessary to implement the vocational English as a Second Language (ESL) program for Agriculture Secretary-Bookkeeper developed by the Ceres Unified School District. The first two sections provide the plans and accompanying forms for needs assessment and recruitment/intake/enrollment. In the third section a curriculum development plan is described. It includes a course outline, time line, student progress chart and checklist, and lesson plan form. The next section contains thirty-one weekly lesson plans, indicating topics, behavioral objectives, outline, vocabulary, materials, student worksheets, evaluation instruments, and lesson evaluations. Vocational topics include typing, typewriter maintenance, alphabetic filing, purchase orders, invoices, business machines, mail handling, petty cash, income tax recordkeeping, checkwriting, payroll records, bank reconciliations/deposits, job preparation, and portfolio. ESL topics include time: counting: punctuation: use of dictionary: arithmetic: fractions and decimals: vocabulary and identification of agricultural and business equipment, tools, and/or materials: telephone book: reception: and envelopes. Long and short versions of the midterm and a glossary are provided. The final section presents a job development plan for furthering students' training opportunities by placing them into on-the-job-training, as well as accompanying forms. (YLB)

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Curriculum Guide for
"ESL/Agriculture
Secretaries"

A Vocational Approach
for Teaching "English-
As-A-Second Language"

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Introduction

The Ceres Unified School District developed a vocational education approach to English-as-a-Second-Language (ESL) instruction. Alternative strategies for ESL (described within this curriculum guide) were developed by combining ESL techniques with those for teaching the vocation.

The major thrust of the project was to identify skills and to develop curriculum for teaching those skills. These skills included vocational as well as English and math necessary for entering and succeeding in the particular vocation. Industry expertise and existing educational programs were explored for identifying these basic skills.

Following their identification curriculum materials were developed and purchased. Included were: Course outlines, lesson plans (with objectives, student activities and lesson evaluations), instructional and media materials, and evaluation instruments. Additional end products were developed and successfully utilized in the recuitment, intake and job development phases of the project. These end products were designed for use by ESL programs throughout California and the nation.

To help implement this program elsewhere, this guide contains the curriculum materials, lesson evaluations, as well as the plans and accompanying forms for needs assessment, recruitment and job development. These materials are considered appropriate for varying numbers of students. The enrollment of Ceres' vocational/ESL class generally remained between fifteen and twenty adults, most being Spanish-speaking. Ceres' conditions regarding ESL are typical of those in other communities, making replicability relatively easy.

TABLE OF CONTENTS

Topic — Page

- Introduction i
- Over-view of All Program Components 1
- VESL Master plan 3
- VESL Monthly Staff Meeting 4
- Needs Assessment 5
  - Letter 6
  - List of Identified Skills 8
- Recruitment/Intake/Enrollment Plan 10
  - Steps 11
  - Letters (English ans Spanish) 13
  - Flyers (English, Spanish, Arabic) 16
  - Registration Form (English, Spanish, Arabic) 20
  - Pre-Assessment of Student (English and Spanish) 25
  - Recruitment Report 27
- Curriculum Development Plan 28
  - Course Outline 29
  - Time Line 31
  - Student Progress Chart 34
  - Student Checklist 35
  - VESL Lesson Plan 40
  - Curriculum Development Report 42

Lesson Plans (with Topic, Objectives, Outline, Vocabulary, Materials, Evaluation Instruments and Lesson Evaluations):

  - --Weeks 1-22 45-196
  - --Midterm (Long Version) 197
  - --Midterm (Short Version) 210
  - --Student Evaluation of Class (Results, English, Spanish, Arabic) 217-222
  - --Weeks 24-31 223-356
  - --Cerificates of Completion/Recognition 355-356
  - --Glossary 357-368b
- Job Development Plan 369
  - Steps 370
  - Brochure 373
  - Trainee Job Profile Card 374
  - Schedule For Employer Contacts 375
  - Job Order and Referrals 376
  - OJT Referral Disposition Form 378
  - OJT Agreement 379
  - OJT Commitments 380
  - Trainee Evaluation by Supervisor 381
  - Trainee Evaluation by Program Monitor 382
  - OJT Evaluation by Trainee 382
  - Final OJT Evaluation by OJT Trainee 383
- Permanent Job Placement Plan 384
- Job Development Report 385

OVER-VIEW OF ALL PROGRAM COMPONENTS

STAFFING/JOB ANNOUNCEMENT:

Recruit applicants with a separately written announcement for each position, stressing these qualifications:

Vocational Teachers: Adult Education credential or equivalent; teaching and/or practical experience in specific vocations, and experience working with LES/NES* adults.

English-as-a-Second Language (ESL) Teachers: Appropriate credential to teach ESL at adult level and working with LES/NES adults, bilingual (English/Spanish) if possible.

Teacher Aides: High school graduate/equivalent, bilingual (English/Spanish) experience working with LES/NES adults, basic vocational-specific skills.

Community Aide/Job Developer: High school graduate, bilingual (English/Spanish) for recuriting applicants, public relations skills, experience working with LES/NES adults and familiarity with community.

NEEDS ASSESSMENT:

To ensure accurate and complete identification of the necessary job-entry skills, in-put should be requested from: (1) local employers from the chosen vocations, (2) representatives from trade organizations and advisory boards, (3) former LES/NES students who have successfully completed similiar training and (4) various manpower agencies (CETA, EDD, etc.).

The methods for securing the information could be by telephone, letter, questionnaire, or preferrably by committee meeting. Regardless of the methos used, these specific vocational skill areas should be identified then taught to the students: vocational-specific equipment or materials; concepts and procedures; vernacular or trade words or terms; instructions to verbalize and/or follow, and visual safety checks or mechanical beakdowns.

CURRICULUM: To be prepared before beginning the program:

Course Outline: The course outline describes the training program within the following categories: title, description, goals or purposes, performance objectives, instructional strategies, times of instruction (number of weeks estimated for each unit of study), evaluation methods, and policy concerning program repeaters.

Roles of ESL vs Vocational Teachers: To clarify the purpose of each, the ESL teacher teaches the vocational-specific and basic English terms and vocabulary, the identification of parts, and the words used within the teaching of a process or procedure. Meanwhile, the vocational teacher teaches the actual procedure and concept, telling what a certain equipment does and how it works. All lessons are given in English, with the home language used only to explain concepts.

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*LES/NES: Limited or Non-English-Speaking

Time Line: Covering the training program from week one to week thirty, with two 2-hour classes per week, the time line lists the lesson topics in sequence. It also helps the teacher to plan for their lessons and keep on schedule.

Lesson Plans: Aside from the standard lesson plan components, the V.E.S.L. form asks for behavioral objectives for both the ESL and vocational sections. Also, new vocabulary words are listed for each lesson.

Visual Aids: These handouts reinforce new words and object identification by using illustrations and names. These are handy and inexpensive for the student to learn vocational-specific English at home.

Student Progress Chart: The purpose of this form is to show the progress of each and every student, in light of each performance objective. Students' names are listed on the left side running down the page, while the objectives run across the top.

Student Checklist: The same information, but kept separately for each student, can be designed for student access. With the checklist, objectives are checked off when accomplished. The student can quickly determine how much must still be learned before the end of the training program.

Evaluation Instruments (including Midterm): On-going assessment should be made of each student's English proficiency and vocational skills. Evaluation helps determine whether the student is remedial or advanced, and the level of training needed for the student to benefit the most.

Class Evaluation by Students: Mid-way through the program or sooner, the students express their opinions about the class, itself; (interesting, informative, beneficial or not, in terms of their desired job skills, etc.).

RECRUITMENT:

The Plan: The first step is to write the recruitment plan, to secure trainees. Outreach methods are: media news releases, flyers, telephone contacts and word-by-mouth. All primary foreign languages should be used. Follow-up should be made.

Pre-Assessment: During recruitment and intake, the community aide can assess the student's real need and interest for the specific vocational skills. This will help the teachers plan lessons suited to the specific needs of the students.

Enrollment: The students' enrollment is recorded daily and checked monthly for dropping poor attenders. Students are contacted the same night they are absent to encourage their attendance and determine their plans for continuing the class. Students fill out their own time cards, upon beginning and ending each class.

ON-THE-JOB-TRAINING:

OJT Outreach Plan: Prospective employers are identified when they respond to articles printed in trade/industrial magazines or newsletters; also, to personal contacts, telephone calls and to mailer-brochures. The articles emphasize how the OJT employer's needs may be satisfied.

OJT Wages: The OJT trainee can be made either completely by the employer or by the employer and C.E.T.A. combined. Otherwise, OJT training is volunteer.

OJT Forms: To facilitate job-matching and OJT completion, forms used are the student's job profile card, work agreement (contract), and monitoring reports. Successful completion of training results in the student's permanent employment.

V.E.S.L.* [illegible]TER PLAN

CF [illegible]80.

CONCERN	JULY-AUG.	SEPT.	OCT.	NOV JAN.	FEB.	MARCH-APRIL	MAY-JUNE
Staff	Select and meet with staff	Meet with staff monthly to discuss problems/successes →	Identify weaknesses; provide inservice ←	Replace staff →	→		→
Needs Assessment	Select & meet with advisory committee & coop. agencies to identify skills necessary for job entry →	→	Maintain contact with committee & agencies for later use (jobs) →	Design OJT brochure/mailer List prospective OJT employers	→		
Curriculum and classroom training	Review available literature →	→	Identify advanced/remedial students	Have students evaluate the classes ←	Give mid-terms to check knowledge and performance	Re-assess students' weak areas; refer to checklist/progress chart.	Adjust curricul for futu use
	Develop/revise curriculum materials →	→	Adjust curriculum for students' particular needs →	→	Evaluate skills and training needs of advanced students →	→	→
		Begin classes ←	Evaluate & meet with students →	→	→	→	→
	Secure facilities and supplies	Monitor for conformance and problems →	→	→	→	→	→
Recruitment/	Design and use flyers, media releases; recruit in person; log activities	Maintain enrollment records; →	→	Design OJT plan & forms;	→	Prepare to place remedial students into OJT	Remedial students into OJ seek pe inent j opportu ties;
Intake/	Pre-assess students' needs and abilities; enroll	Contact absent students weekly →	→	Use media materials to re-assess local labor market needs & to recruit prospective OJT employers; contact C.E.T.A.	→	→	→
OJT/ Permanent Employment		Replace students who may drop →	→		Match advanced students with OJT opportunities with or without C.E.T.A. →	→	Place a students into permane jobs

*"VESL" refers to Vocational/English-As-A-Second Language.

(VESL) Monthly Staff Meeting

Date: __________ Time: __________ Location: __________

Members Present:

Members Absent:

Agenda: (Presentation/Report/Discussion of Plans/Successes/Failures)

1.) Needs Assessment (Identification of Job Skills):

2.) Curriculum Development:

3.) Recruitment/Intake/Enrollment:

4.) Classroom Training:

ESL

Voc

5.) Job Development (OJT/Permanent):

6.) Other:

NEEDS ASSESSMENT

Preliminary to planning and initiating a program, the most important first step is conducting a needs assessment. Ceres' vocational/ESL program was developed to address recruitment and retention needs faced by traditional ESL classes.

Ceres' staff believed that limited and non-Englsih speaking adults would be more interested in an ESL program designed to meet both their language and occupational needs. This initial need, augmented by specific occupational and language needs resulted in the vocational/ESL programs conducted in Ceres during the 1979-1980 school year.

Occupational and language skills were identified by:

1) staff
2) an advisory committee consisting of
   a) former LES/NES students (now successful employees in the agricultural industry),
   b) industry representatives,
3) EDD.

These individuals were contacted by mail (see letter on pages 6-7), phone, and through advisory committee meetings;the skills identified via this needs assessment process served as the basis for curriculum development.

NEEDS ASSESSMENT
LETTER

October 5, 1979

As part of the Adult Vocational/Basic Education Program with Ceres Unified School District, two vocational/English classes are being developed. The students will be non-English-speaking (NES) and limited-English-speaking (LES). Our objectives are: 1) to provide these individuals with marketable job skills and, 2) to increase the number of qualified applicants from which employers can choose.

The two vocations are farm equipment operation and maintenance, plus agricultural secretary/bookkeeping. Vocational English will be taught along side each vocational class. Both will be taught in English.

In order that the curriculums directly incorporate the skills most important within these fields, your expertise is being called upon. Mr. Wally Haven, Manager of Growers' Harvesting Committee in Ceres, referred us to you. We would appreciate your input at the Advisory Committee meeting, scheduled on October 9, at 7:30 PM, Room 57, Agriculture Department, Ceres High School (corner of Whitemore and Central). Discussion will be based upon the contents of the following:

1) Which vocation is of greater concern to you? ____________________.

2) What equipment and/or materials should the employee be familiar with?

(Farm Equipment Op. & Maint.) /// (Agricultural Secretary)

____________________ /// ____________________

____________________ /// ____________________

____________________ /// ____________________

3) What concepts and procedures should be taught? (Ex: how to shift gears).

____________________ /// ____________________

____________________ /// ____________________

____________________ /// ____________________

____________________ /// ____________________

4) What vernacular or trade words, terms, brand names and other words would you want the employee to identify?

(Farm Equipment Op. & Maint.) /// (Agricultural Secretary)

________________ /// ________________
________________ /// ________________
________________ /// ________________
________________ /// ________________

5) Please list directions which the employee would have occasion to verbalize and/or interpret and follow. (Example: "Drive the tractor out to the field." OR "Sort and distribute the mail.")

"________________ /// "________________
________________." /// ________________."

* * * * * *

"________________ /// "________________
________________." /// ________________."

6) Please use the remaining space for anything that you feel has been overlooked.

________________ /// ________________
________________ /// ________________
________________ /// ________________
________________ /// ________________.

7) What visual checks should the employees be able to make to prevent or stop mechanical breakdowns and other problems?

________________ /// ________________
________________ /// ________________
________________ /// ________________

Your attendance at our meeting would definitely add strong support to the eventual design of realistic lessons. Should you not be able to represent your responses and personal comments in person, please mail this completed form to me at the Teachers' Resource Center, Ceres Unified School District, (P.O. Box 307, 6th & Lawrence Streets, Ceres). It would be appreciated if your name could remain on our list as an Advisory Committee member for this project. For further information, my telephone number is (209) 538-0151, 8:30 - 5:30 PM. Thank you for your cooperation.

Carolyn Ferguson

LISTS OF IDENTIFIED SKILLS
(Necessary for Job Entry)

ESL/AG Secretary-Bookkeeper

Language Skills-Writing:

Write and speak clearly, expecially in writing numbers.
Instruct incoming crew in work-assignment location. Verbalize, interpret and follow directions.
Communicate problems and needs. (Examples: "No, he is not in. Can I take a message?" "The typewriter won't work." "The paper is overdue.")
Read safety signs, operating instructions, deadlines and other messages.
Receive and place telephone calls (including long distance). Use telephone book.
Schedule appointments on calendar.
Receive people in office--Identify visitor's needs and accommodate.
Write messages, then read back to proof check.
Help new employees complete application and W-4 form.
Be familiar with vernacular or trade words/terms enough to use in speaking; (for example, IBM, W-4 form, ditto, Xerox, John Deere, EDD).
Be familiar with needs of grower and employees.
Give Give names and telephone numbers. Write a list of numbers frequently called; (i.e., computer people, federal government agencies, chemical companies and other suppliers, farmers, doctor, police, fire department, growers.
Ask employees to sign time cards.
Read and complete EDD papers explaining the lay-off of an employee.
Clearly present farmer's needs to agricultural representative.
Interpret from one language to another employee-employer concerns.
Read body of letters for filing purposes.
Know fertilizer types for particular trees.

Math Skills:

Do simple addition subtraction, multiplication and division to measure; 1) inches, feet and acres; 2) cups, quarts and gallons; 3) acres/hour, miles per hour.
Code invoices by field (crop) and type of expense. Then file until statement comes.
Take inventory: Keep accurate records.
File numerically.
For banking purposes, deposit money and reconcile checkbook.
Handle land rent.
Keep individual record of employee's earnings by quarter. Compute income.
Identify crops and cost centers by code numbers.
Do payroll. Make sure employees make at least minimum wage. Figure piecework basis; (i.e., fruit packed by day, by bucket, or tree, etc.). Figure non-piecework (regular) wages by hours. Compute deductions. Record job task and location. understand and do part of workmen's compensation, unemployment insurance forms.
Use machines for helping with computations.
Be able to make change and keep petty cash fund.

Vocational Skills:

Recognize problems related to office and find work; (example: something past due, not recorded, etc.).
Type 35 wpm, accurately. Type numbers accurately; (i.e., addresses and social security numbers).
Type correspondence.
Understand function of labor department for protecting employer and employees, specific to farm labor.
Change typewriter ribbon.
Change paper role on adding machine.
Properly place original onto photo-copy machine.
Keep informed of changes in laws, especially regarding sprays, pesticides, etc. and alert foreman of legal changes.
Complete pesticide permit. Be aware that some have certain time limitations or restrictions of quantities or of certain types of crop.
Recognize specific crops; know peak seasons.
Be aware of farm activities during each season: Fall and Winter: Fertilize, prune, spray; Spring: Thin (for peaches); Summer: Harvest.
Know name and location of parts distributor.
Safety (Precautions and Hazards).

RECRUITMENT/INTAKE/ENROLLMENT PLAN

A successful training program is nurtured by an effective recruitment/intake/enrollment program. This can be accomplished by a capable and motivated staff. With an understanding and commitment toward reaching the identified objectives, their enthusiasm and sense of purpose for the program will help sell what the program has to offer. After a careful assessment of the local labor market's needs, recruitment of students should be fairly easy once people realize the marketable skills they can gain.

During recruitment, if the program is explained clearly and accurately, qualified and/or interested applicants will be attracted. Once a sufficient number of applicants are located, staff will have some choice then in selecting students for meeting their beginning quota.

So vital is the selection of students having the appropriate needs that enrollment and the training itself will be deterred if students feel their needs go unmet. Therefore, in the various recruitment methods, each method should be designed to attract and help screen qualified applicants by presenting a clear picture of the planned training program. Criteria for this selection is explained more in the following recruitment steps.

* * *

RECRUITMENT PROGRAM

Recruitment Plan:

Before the recruitment process, start the program with staff selection, needs assessment and curriculum development. Then, plan and initiate the recruitment plan following these steps:

1) Objectives: Review the job training objectives (needs assessment) to gain a clearer understanding of desired end product and of the student who can benefit most from the program.

2) LES/NES Population: Identify the locations of the LES/NES population within the community and estimate when they would be most available for attending an evening class.

3) Schedule: Determine the class schedule: starting date, hour, location.

4) Outreach: Agree upon methods for recruiting those populations:

    A) Flyers in English, Spanish and Arabic (With help of EDD recruiter, distribute flyers door-to-door and post in public.)

    B) Radio broadcasts in English, Spanish and Arabic.

    C) Television broadcasts in English, Spanish, and Arabic.

    D) Telephone contacts with parents of LES/NES students, K - 12.

    E) Referral by community service agencies.

    F) Follow up by telephone and in person. As people express interest, record their names, telephone numbers and addresses. The address will help tally the number recruited in each area and identify areas needing more concentrated recruitment and a possible change in recruitment strategy.

5) Assessment: With the idea to attract students who would benefit most from the program, design flyers, public announcements and door-to-door approach to sufficiently give the following information:

    A) Name of class, its description and purpose. (Purpose: For students to gain entry-level job skills and related English or up-grade present skills, resulting in more satisfying and stable employment.)

    B) No registration charge, free.

    C) When, where and how to register, telephone number of our office and contact person.

    D) Starting date, times, frequency and location of class.

    E) Possible on-the-job training, permanent employment and/or credit for attending evening high school program.

5) Assessment (continued):

   F) Certificate of Completion, based upon competencies, or Certificate of Recognition for attending.

With potential students responding, the community aide can then assess whether or not the program would suit the needs of the particular individuals. Questions to ask are:

1. What career/vocation interests them most, even if they do not possess the necessary skills?

2. What problems could we help them overcome, otherwise preventing their attendance; (i.e., child care, transportation, etc.)?

3. What are their work experiences relating to the vocation to be taught in our program? Knowing this will help clarify the approximate number and identity of unskilled and semi-skilled people. Students may be "skilled" in their home country but minimuly skilled in the United States, due to different machines.

4. What are their language proficiencies? Are they also limited in their home language. (a reasonable explanation of learning difficulties.)

5. What are names and telephone numbers of others who may be interested in the class?

6) Intake: The results of following up will be people who come to enroll. Prior to enrollment, a conscientious effort is to be directed at assessing the program's suitability to the particular individuals. If these adults need, want and will attend the entry-level training provided over the thirty-week period, enroll them. (If not, refer to appropriate services of other agencies.)

7) Enrollment: Based upon the above, ask the student to fill out the registration form completely preferably in English. Otherwise, provide registration forms in home language to facilitate those students filling them out. Be ready to answer questions pertaining to the subject matter (in general), on-the-job training and possible permanent, unsubsidized employment.

Once class begins, re-assess to clarify students' expectations of program and to refer students (having little need for class) to more appropriate classes or programs. (Some students may be ready for the advanced level, rather than basic.)

Some students may be more suited to advanced-level training, rather than basic. Because of this, some students may drop after attending the first few classes. To maintain a quota of students, recruitment will continue as needed. In the process, as the complexity of the lessons increases, so should the skill level of the incoming students. Otherwise, unskilled student starting the program in its tenth week (for example) would become frustrated by being asked to perform at a level advanced beyong his/her abilities.

Ceres Unified School District

ADMINISTRATION
M. ROBERT ADKISON, Ph.D.
District Superintendent

JOHN AVILA, Director
Curriculum & Instruction

RECRUITMENT LETTER
(Spanish/English)

As part of the Adult Vocational Program with Ceres Unified School District, two vocational/English classes will be conducted at no cost to the students. The primary objective is to provide limited- and non-English-speaking adults with marketable, entry-level job skills, including the English necessary for performing the work. The classes are ESL/Agricultural Secretary/Bookkeeper and ESL/Farm Equipment Operation and Maintenance, scheduled to start on October 22nd and 23rd. To satisfy our planned enrollment and make every one aware of how they may benefit, please publicize the following:

(Spanish Version)

"¿Les gustaria aprender Inglés y un habilidad de trabajo? Clases gratis en: Equipo de Agricultura Operacion y Mantenimiento, o Secretaria de Agricultura. Al mismo tiempo usted aprendera inglés, que es lo necesario para poder trabajar en un ambiente que es de hable Ingles. Experiencia o diploma de escuela no es necesaria.

Se puede registrar ahora mismo; los dias para registrar son los Lunes, Martes, Jueves y Viernes de las 6:00 - 7:00 de la tarde en la Ceres High School. El numero del cuarto es 29. La Ceres High School esta en la esquina del Avenida Central y la Carretera Whitmore."

(English Version)

"Do you want to learn English and a job skill? Free evening classes will teach you farm equipment operation and maintenance, or agricultural secretary skills. At the same time, you will learn English, necessary for the particular English-speaking environment. No experience or high school diploma is required. Open to limited- and non-English-speaking adults.

Register NOW on Monday, Tuesday, Thursday or Friday nights from 6:00 to 7:00 PM, at Ceres High School, Room 29 on the corner of Central Avenue and Whitmore in Ceres."

It would be appreciated if you could help us recruit for this through the end of October. Thank you very much.

Sincerely,

Carolyn Ferguson
Asst. Project Director

P.O. BOX 307 6th & LAWRENCE STREETS, PHONE 538-0[illegible] CERES, CALIFORNIA 95307

Ceres Unified School District

ADMINISTRATION
M. ROBERT ADKISON, Ph.D
District Superintendent

JOHN AVILA, Director
Curriculum & Instruction

RECRUITMENT LETTER
(Shorter Version)

TO WHOM IT MAY CONCERN,

In the interest of the community, our Ceres Adult School would greatly appreciate your helping us to inform the agricultural industry of our job training program.

Recognizing that your broad outreach could make the vital link between classroom training and on-the-job training, we ask that you publicize the following information. Please feel free to revise as necessary to accomodate the available space.

> "Through the Adult Education Program of the Ceres Unified School District, students are gaining agricultural skills in two classroom situations: ESL/Farm Equipment Operation/Maintenance and ESL/Agricultural Secretary/Bookkeeper.
>
> On-the-job training will soon adapt these skills to meet the employer's special needs. To complete this two-phase program, your cooperation is needed for helping to provide the on-the-job training sites. For further information, please contact: Ronald Eayrs at (209) 537-4832 or Carolyn Ferguson at (209) 538-0255."

Thank you very much for your help.

Sincerely,

Carolyn Ferguson

Ron Eayrs, Job Developer

Carolyn Ferguson, Asst. Project Director

RE/CF:hb

P.O. BOX 307 6th & LAWRENCE STREETS, PHONE 538-0149, CERES, CALIFORNIA 95307

Ceres Unified School District

ADMINISTRATION
M ROBERT ADKISON, Ph D
District Superintendent

JOHN AVILA, Director
Curriculum & Instruction

RECRUITMENT LETTER
(Longer Version)

To Whom It May Concern:

In the interest of the community, our Ceres Adult School would greatly appreciate your helping us to inform the agricultural industry of our job training. We feel it would soon recognize the benefits for them. Realizing that your broad outreach could make the vital link between our students' progress from classroom training to on-the-job training (OJT), we ask that you publicize the following information:

> "Through the Ceres Adult Education Program, Spanish and Arabic speakers are learning agricultural skills and related English. The purpose is to provide employers with farm laborers having entry-level skills in either farm equipment operation/maintenance or agricultural secretary/bookkeeping.
>
> These skills were intially identified by an advisory committee, consisting primarily of local farmers, referred to us by the Growers Harvesting committee. English and vocational teachers have since been teaching these basic skills. Once skills are learned the student gains more practice in OJT while enriching it in the classroom at night. OJT is supervised by the staff to ensure employer and trainee satisfaction.
>
> OJT adapts these skills to meet the employer's special needs. For you, the employer, to satisfy YOUR labor needs with near-bilingual students, contact us now: Ronald Eayrs or Carolyn Ferguson at (209) 538-0150/0255. Flexible plans are available concerning wages."

Thank you very much for your services.

Sincerely,

Ronald Eayrs, Job Developer

Carolyn Ferguson, Asst. Director

20

LEARN ENGLISH

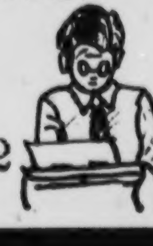
and a job skill...

Free classes open now in:

ESL ± FARM EQUIPMENT OPERATION & MAINTENANCE

ESL ± AGRICUL. SECRETARY/BOOKKEEPER

REGISTER now, 6-7 PM on Monday, Tues., Thurs.-Friday at CERES HIGH SCHOOL - Room 29 (corner of Whitmore & Central Ave. - CERES



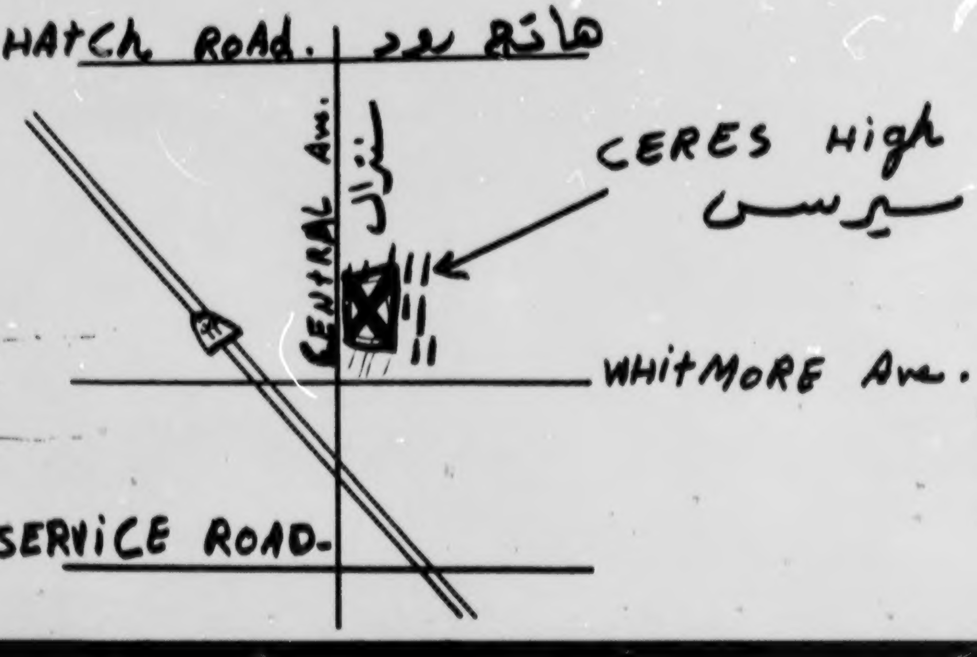
(ARABIC VERSION)

- صفوف مجانية -

" صفوف مجانية في تعليم اللغة الانكليزية والتدريب على العمل "

١- التدريب العملي التدريجي الزراعي باللغة الانكليزية. (الآلات الزراعية) -
٢- سكرتارية زراعية باللغة الانكليزية.

- ساعات التسجيل: ٦-٧ بعد الظهر خلال أيام الأسبوع - الاثنين إلى الجمعة طوال شهر تشرين الأول الجاري. ماعدا أيام الاربعاء.
في مدرسة ثانوية سيرس غرفة رقم ٢٩-
٢٣٢٠ شارع سنترال - مدينة سيرس.


HATCH ROAD.
هاتج رود
CENTRAL Ave.
سنترال
CERES High school
ثانوية سيرس
WHITMORE Ave.
سيرفس رود -
SERVICE ROAD-

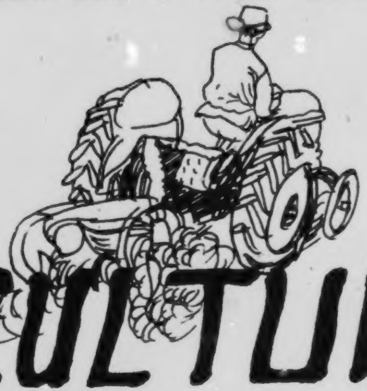
(SPANISH VERSION)

SE PUEDE REGISTRAR AHORA MISMO: EN LOS LUNES, MARTES, JUEVES, VIERNES DE LAS 6:00-7:00 de la tarde en la CERES HIGH SCHOOL

CUARTO 29

EN LA ESQUINA DEL AVENIDA CENTRAL Y LA CARRETERA DE WHITMORE. EN CERES... →

APRENDA INGLES
Y UN HABILIDAD DE
TRABAJO... CLASES
GRATIS EN...



MAQUINARIA DE AGRICULTURA
OPERACION Y MANTENIMIENTO
O SECRETARIA DE AGRICULTURA.

→

Class ____________ **ADULT EDUCATION** Telephone # ____________

REGISTRATION FORM--VESL

me: ________________________________ Date ____________
Last Name First Name

Address: ________________________________
Street City or Town Zip

1.) Are you an adult (Are you not in school or at least 18 years old)? ____/____
yes no

Explain if no: ________________________________

2.) Do you speak English? ____ none ____ some ____ well ____ very well

Do you read English? ____ none ____ some ____ well ____ very well

Do you write in English? ____ none ____ some ____ well ____ very well

3.) Do you already have some kind of skill or experience in the areas of agricultural secretary training or farm equipment operation or mainentance ? Explain: ____________

____

4.) In case of an emergency who could we call (relative, parents etc.)? ____________
telephone number

Name: ____________ Address ________________________________
(street) (city or town)

Hello and welcome! You have just been registered for one of the following classes of your choice: Farm Equipment Operation and Maintenance or Agricultural Secretary/Bookkeeping. English will also be taught in both of these classes.

Even though you have registered, we cannot guarantee that you will be accepted in the class of your choice. Because the class is government funded, we can only accept a number of students with specific qualifications. We will be calling you to give you more information about the classes and to let you know if you have been accepted in the class of your choice.

ESL AG/SECRETARY/BOOKKEEPER		ESL FARM EQUIPMENT OPERATION AND MAINTENANCE	
DAYS:	____________	DAYS:	____________
TIME:	____________	TIME:	____________
PLACE:	____________	PLACE:	____________

29

Clase: ____________

ADULT EDUCATION
REGISTRATION FORM--VESL

de telefono ____________

Nombre: ______________________________ Fecha ____________
(Apellido paterno) (Nombre)

Direccion: ____
(calle) (Pueblo) (zip)

1.) Es usted un adulto (tiene 18 anos por lo menos o menos pero no estudia en escuela)?

____/____ Razon: ________________________________
si no

2.) Usted habla ingles? ____ nada ____ poco ____ bien ____ muy bien

Usted lee ingles? ____ nada ____ poco ____ bien ____ muy bien

Usted escribe ingles? ____ nada ____ poco ____ bien ____ muy bien

3.) Usted ya tiene algunas habilidades de maquinaria de agricultura o de secretaria de agricultura? Explique: ________________________________

4.) En caso de emergencia o accidente, a quien podriamos llamar? ____________
(telefono)

Nombre: ______________________ Direcion: ______________________
(calle y pueblo)

Hola y bien venido! Usted esta registrado en una de las dos clases: Operacion y Mantenimiento de Maquinaria Agricultura o Secretaria de Agricultura. En cada clase ingles tambien sera ensenado.

Al registrarse, no se le garantiza este curso. Podemos aceptar solamente un numero de estudiantes con las qualificaciones especificas. A usted le llamaremos por telefono para decirles mas informacion de las clases y si usted fue aceptado en la clase que queria.

Operacion y Mantenimiento de Maquinaria de Agricultura/ingles:

LOS DIAS: ______________________________

TIEMPO: ______________________________

LUGAR: ______________________________

Secretaria de Agricultura/ingles: 30

LOS DIAS: ______________________________

TIEMPO: ______________________________

OFFICE [illegible]

– ورقة تسجيل –

الاسم والكنية: هاتف المنزل.   هاتف العمل.

العنوان الكامل: الشارع .   المدينة .   رقم المدينة .

اللغات التي تستعملها أكثر .....

مدى معرفتك باللغة الانكليزية شفاهاً .....

مدى معرفتك باللغة الانكليزية قراءةً .....

مدى المامك بالانكليزية كتابةً ....

ماهو الصف الذي تود التسجيل فيه .....

(السكرتارية الزراعية - او التدريب المهني العملي الزراعي)

هل تمتهن عملاً لك فيه خبرة فنية تساعدك في هذا الصف؟ –

أذكر شخصاً تستطيع الاتصال به في حالة طارئة .... الاسم والكنية....

-. . . . . . .   رقم الهاتف - العنوان الكامل ....

مرحباً بكَ وبكِ .

- بالتسجيل في احدى صفوف (التدريب العملي الزراعي المهني) أو (السكرتارية الزراعية / حفظ الاضبارات) اللغة الانكليزية مستعملة في كل الصفوف .

- بامضائكم على ورقة التسجيل تقررون بحضوركم الدروس ليلية كل اسبوع - كل اسبوع له برنامج بناء .

- الصفوف مستمرة حتى أواخر ربيع سنة ١٩٨٠م -

أيام وساعات الدوام :

- السكرتارية الزراعية - حفظ الاضبارات (الانكليزي).

الاثنين والثلاثاء - الساعة السابعة حتى التاسعة والنصف مساءً
٧ - ٩,٣٠
في الغرفة رقم - المعلمون - ليان وستزس

- التدريب العملي الزراعي المهني يكون . - جيمي اوفرستريت.

يوم الثلاثاء : الساعة السابعة حتى التاسعة والنصف مساءً
٧ - ٩,٣٠
في الغرفة رقم ٥٧ - المعلمون ، بتّي كلي - كام دافيلا .

- رجاء التأكيد من وجود الوقت الكافي لكم
لحضور الصفوف باستمرار .
- التأكد من صحة المعلومات في ورقة التسجيل .
- للحصول على معلومات اضافية عليكم مراجعة المسؤوليه .
خلال ساعات الدوام الرسمي .
- اتصل بهم على هاتف بالرقم - ٠١٥٠ -
- ٥٣٨ -

سوف نتصل بكم مؤخراً .

نرجو لكم التوفيق
المسؤولة : كيرلين فيرجيوسن .

English

PRE-ASSESSMENT OF STUDENT

NAME ____
(last name) (first name)

1.) Are you an adult? (Are you not attending school or are at least 18 years old?)
yes ____ no _____

2.) How many years have you studied outside of the United States? ______________

3.) How many years have you studied in the United states? ____________________

4.) Of the list below, which subjects would you like to study the most? (Put an (X) on the lines of the subjects you prefer.)

Adding Machine/Calculator	____	General Recordkeeping	____
Business Letter Writing	____	Mail Handling	____
English Related to the Business Office	____	Reception/Responsibilities of Phone and Office	____
Filing Procedures	____	Typing Skills	____

5.) Which of the above subjects do you have some skill in already?

____

____

6.) Have you had previous experience in clerical work? ___/___ For how long?_____
yes no

Explain the experience you have had. ______________________________

____

7.) What other type of experience have you had (work, education etc.)that would be helpful for the staff to know? ______________________________

____

8.) What other types of work or skills would you like to learn?______________

____

9.) Upon completing this course, would you accept full-time ____ part-time ____ employment related to the skills which will be taught to you in this course?

____

Thank you for answering these questions honestly.

This information will help us to help you.

Spanish

ASESORAMIENTO DEL ESTUDIANTE

SU NOMBRE ____
(apellido paterno) (nombre)

1.) Es usted un adulto? (Tiene 18 anos por lo menos o menos pero no va a escuela?)
si ____ no ____

2.) Usted habla poco ingles ___ o casi nada de ingles ___?
LES NES

3.) Cuantos anos ha estudiado afuera de Los Estados Unidos? ____________________

4.) Cuantos anos ha estudiado en Los Estados Unidos? ____________________

5.) De la lista a bajo, cuales son los subjectos que le gustaria estudiar mas? (Ponga una equis (X) en las linias de los subjectos favoritos)

Arreglo de Cuentas; contabilidad ____

Escribir a Maquina ____

Escribir Cartas de Negocios ____

Ingles Relacionado con Negocios ____

Manejar y Mandar el Correo ____

Maquina Sumadora ____

Procedimientos de Archivar ____

Trabajo de Recepcionista ____

6.) En cuales de estos subjectos tiene habilidades o experiencia?

____

____

7.) Ha tenido alguna experiencia de oficina? ___/___ Por cuanto tiempo ____?
si no

Explique la experiencia que ha tenido. ____________________

____

8.) Que otras experiencias personales de usted le ayudaria al maestro saber de usted ____

9.) Que otros trabajos o habilidades le gustaria aprender? ____________________

____

10.) Al terminar estos estudios, podra usted aceptar un nuevo trabajo relacionado con sus estudios en este curso? ____ ____?
si o no

11.) Tiene usted amigos americanos con quien podria practicar el ingles?

38

RECRUITMENT REPORT

How were LES/NES applicants contacted when they either had no telephone or were never home during work hours? Recruitment and enrollment was deterred because of the long work hours of the farm laborers during the late summer and early fall. The best approach found was to use various methods for contacting them and to make continual attempts until responses were received. A combination of calling, door-to-door canvassing and media helped us reach these unreachables. The registration forms show that the recruitment methods recruiting the applicants were (most-frequent given first):

1) Friends or Relatives - 42%
2) Recruiter (via Flyers/Phone) - 33%
3) Teachers (ESL) - 9%
4) Radio - 9%
5) Agencies - 7%

The next step was intake or receiving those recruited. It seemed that far fewer applicants came to register than those who said they would do so. Perhaps, the idea of learning a vocational skill or upgrading present ones in English rather than their home languages dissuaded some. Others had babysitting or transportation problems or time conflicts. In response to these problems, the period for registering was extended.

During intake/registration, the most difficult step was in determining who to enroll. Encountered were people interested in the program having needs for differing levels of VOC or ESL taining. All wanted training and seemed to know of no other training program designed for teaching vocational skills to LES/NES people.

Some applicants needed training in English primarily and wree unsure about launching into the particular vocation. Most of these applicants were referred to the straight ESL classed (beginning or advanced level). Of these applicants, some were homemakers, not encouraged personally nor by family to develop job skills.

Other applicants had developed the particular vocational skills to marketable levels in their home countries. In moving to the United States, these applicants wanted to gain from our program the abilities to do the same in an English-speaking environment; also, the more industrialized equipment and follow more regulated standards and procedures. With some, they wanted to upgrade themselves from an entry-level job to the better paying job the next level up. These applicants were accepted and enrolled since they needed all of what our program had to offer.

Otherwise, the case was different. Still, other applicants (some second generation in the United States) had good English, but no vocational skills. Enrolling such students in any great numbers would have thrown off the purpose of our program--that of teaching ESL. (The vocational training was planned to facilitate, not overshadow the ESL.)
As a result, these English-speaking minorities lacking vocational skills were enrolled based upon their apparent motivation and the space available, once applicants were enrolled needing and wanting both vocational and vocational ESL training.

In summary, to facilitate recruitment and enrollment, also to maintain attendance, recruitment should be done when farm laborers and others are most available. Once farm activities calm down in the late fall, unemployment and time available would increase. This would require starting and ending the whole program later, based upon agricultural slow down.

CURRICULUM DEVELOPMENT PLAN

Once the needs of the particular labor market and the prospective trainees are identified, the training goals and objectives will be established to satisfy those needs.

In starting curriculum development, rather than "re-inventing the wheel", staff will review existing vocational ESL programs. Doing so will provide a broader perspective of teaching strategies. Essentially, these strategies will treat the ESL and vocational components as having separate, distinct functions, but working hand-in-hand. ESL will concentrate on vocabulary, simple-sentence structure, vernacular and math. The vocational component will stress procedure and will include the subject matter taught in the ESL component.

Having in mind the units of study and their order for being taught, staff will determine additional materials needed. These will be secured when visiting the above programs, from purchasing or designing.

Throughout the process of developing curriculum, the language used in presenting the lessons will be considerate of the trainees' limited- or non-English-speaking ability. Materials affected by this will be the course outline, objectives and student activities (of the lesson plans) handouts and evaluation instruments.

Optimumly, curriculum development will be completed prior to the beginning of classes. However, in response to unexpected and varying needs of students, the lessons may be modified. This can be done weekly, prior to implementing each class, and/or periodically in curriculum development workshops. The need for these modifications and the resulting changes themselves will be discussed during regular monthly VESL* staff meetings.

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* "VESL" - Vocational/English-As-A-Second-Language

CERES ADULT SCHOOL

COURSE OUTLINE

I. COURSE TITLE

ESL/Agricultural Secretary/Bookkeeper

II. COURSE DESCRIPTION

Introductory study and practice in basic clerical, recordkeeping and vocational English. Emphasis will be on business needs of agricultural industry. Will prepare limited - and non-English speaking adults with entry level skills. Possibility of on-the-job training (OJT) and unsubsidized employment as students perform at advanced level.

III. GOALS OR PURPOSES

To provide knowledge and skills to limited - and non-English speaking adults, as well as the ability to acquire and maintain a clerical job in a farm-oriented office.

IV. PERFORMANCE OBJECTIVES

The majority of students completing the program will be able to perform the following:

a) Request information and answer questions, necessary to accomplish job tasks, verbally and in writing.
b) Operate business machines, to satisfaction of instructor. Machines include: typewriter, calculator, copier, telephone
c) Alert instructor of mechanical problem with machines.
d) Prepare, record, distribute and file business forms, mail correspondence, messages and data.
e) Identify the day/date and time on clock and calendar.
f) Recognize and use terminology specific to agricultural industry and to business office environment.
g) Introduce themselves and others, associated with office.
h) Count from 1 to 100 and perform basic math computations, in English.

V. INSTRUCTIONAL STRATEGIES

Initially, the ESL teacher will provide most of the lessons, which will be with the whole group. In so doing, teacher will role play for illustration purposes; will have students answer questions individually. Once basic English skills are acquired by students, the ESL and vocational teachers will each work with half of the class, then will switch students midway through period. ESL teacher will utilize lecture, role playing, written/oral exercise, object identification, student reporting and other appropriate strategies to stimulate and guide the students. The vocational business teacher will use above strategies, and laboratory (with direct use of machines and other materials), but on a very individualized basis. An ultimate strategy will be on-the-job training for some students.

VI. TIMES OF INSTRUCTION

Meeting Time: Monday and Tuesday evenings 7:00 - 9:00 PM
Ceres High School, Ceres, CA

Instructional Unit	Weeks per Unit
Basic English & Math (Alphabet, Names, Counting)	2
Beginning Typing (Letters, Numbers, Timings, Maintenance)	4
Math (Basic Problem-solving)	2
Calculator	2
Mail (Reception, Logging, Distribution)	1
Filing	1
Recordkeeping/Bookkeeping	11
Business Typing - Lecture & Lab (Correspondence, forms, statistics)	3
Copying	1
Farm Terminology	1
Reception/Telephone/Messages	2

Total of 30 Weeks = 150 Hours

VII. EVALUATION

The ESL teacher shall evaluate the English capability of each student by administering oral and written tests; accomplished at each meeting, but done with emphasis on a weekly basis. Role playing will be another method used.

For the business component, student activity will be more in the nature of laboratory work. This will provide the instructor with student samples of handwriting, typing tests for speed and accuracy, as well as written and oral tests.

VIII. REPETITION

Once a student successfully completes this basic entry level course, re-enrollment will not be permitted. An exception will be observed for the student requesting advanced training, should that not deter instructional progress of, or learning by the beginning students.

TIME LINE for ESL/AG Secretary-Bookkeeper

WEEK	ESL TOPIC	VOC TOPIC
1	Student Introduction, Letter, Sounds, Typewriter, Keyboard & Parts	Introduction of Typewriter (Finger Placement)
2	Time Days, Months, Counting/Writing Numbers 1 to 1 Million	New Letters on Typewriter: "j, h, d, e, Left Shift Key, Space Bar and Return"
3	Making Change, Decimal Point and Punctuation, Alphabetical Filing	New Letters: "t, f, i, k, l and Backspacer"; Alphabetic Filing.
4	Holidays, Seasons Observed by Local Farmers	New Letters: "u, v, Right Shift Key, a, s, and Lock Key"
5	Alphabet Review and Use of the Dictionary	New Letters: "w, g, p, x, and n"
6	Review and Quiz on Letters, Numbers, Time, Days and Months	New Letters: "q, u, m, c" and Tabulation; Typewriter Maintenance
7	Assessment of Addition and Subtraction Skills	New Letters: "v, b, r, y, o"
8	Assessment of Multiplication and Division Skills	Review of Typing and Alphabetic Filing; New Keys: "z, comma (,), period (.), ?"
9	Assessment of Fraction and Decimal Skills, Filing Vocabulary	Typing for Speed, other Filing Rules and Typing of Filing Cards
10	Introduction of Standard Office Terms, Equipment and Objects	New Keys: "4, 5, 6, and 7"; Typing for Speed; Filing Review; Math; Typing of Standard Office Terms and Brandnames
11	Identification of Farm Equipment and Vernacular (Shop Talk)	New Keys: "3, 2, 1, 8, 9"; Typing of Farm Equipment Names and Vernacular; Decimals in Multiplication
12	Review of Farm Equipment and Vernacular; Identification of Farm Equipment Parts and Tools; Purchase Order and Invoice	New Keys: "0, (=), (!), ("),"; Purchase Order and Invoice
13	Identification of Work-Related Signs; Vocabulary on Adding Machine/Calculator	New Keys: "(;), (:), $, &,"; and Operation of Ten-Key Calculator/Adding Machine: Checking Invoice on Calculator
14	Fertilizer Types; Pesticides and Permit, Fungicides for Local Crops	Keys: "#, @,"; Typing Pesticide Permit; Subtracting on Calculator/Adding Machine
15	Safety and Preventive Care in Office; Safety on Farm (Field Trip)	New Keys: "(___), +, ½,"; Business Machines; Field Trip

WEEK	ESL TOPIC (B + A Together)*	VOC TOPIC (B + A Separately)* (**)
16	Farm Equipment Quiz Covering Weeks 10 - 15; Use of Telephone Book for Locating Ag Businesses	Review of Keys (Weeks 10-15); New Keys: "%, -, * and / "; Alphabetizing & Typing of Ag Businesses
17	Reception (Telephone Calls, Messages and Appointment Scheduling)	New Keys: " ½ and ¢ "; Removing and Reinserting Paper; Correcting Mistakes
18	Receiving visitors and Checking Calendar for Appointments; New Employees (Application, W-4, Work Order, Field Location, Map)	Comprehensive Review of Keys Learned Weeks 10-17
19	Business Letter Vocabulary, Parts, Styles, Uses	B: Introduction to Typewriter (for New Students) A: Modified-Block Letter (on Plain Paper
20	Business Letter Review, Abbreviations of States, Zip Codes, The Envelope & Memo, Filing	B: Typing, Introduction to Filing A: Modified-Block Style (on Letterhead), Envelope, Filing.
21	Mail-Handling Vocabulary and Purpose	B: New Keys: "i, t, period (.), r, o, and c" and Mail-Handling Procedures A: "Modified-Block Letter without Indentions"; Mail-Handling Procedures
22	Petty Cash Vocabulary and Purpose	B: New Keys: "u, v, and r" and Petty Cash A: "Modified-Block Letter with Indentions" and Petty Cash
23	Mid-Term Test	B: Comprehensive Mid-Term Test A: Comprehensive Mid-Term Test
24	Vocabulary of Income Tax Recordkeeping	B: Income Tax Records and New Keys: "w and g" A: Income Tax Records and Block-Style Business Letter
25	Checkwriting Vocabulary	B: Checkwriting and Typing (Tabulating, Review of Keys, New Keys: "v, z, (:)", Timing) Writings A: Income Tax Recordkeeping Test; Checkwriting
26	Payroll Records Vocabulary	B: Typing and Payroll (W-4 Form) A: Checkwriting Test, Payroll Records (W-4 Form, SSN Application, and Time Card)
27	Labor Laws Vocabulary, Problems and Speaker	B: Payroll Records (W-4 Form and SSN Application) A: Payroll Records (Register, Checks and Employees Earnings Record)

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* "B" refers to beginning group
"A" refers to advanced group
** Beginning from week 19 on

WEEK	ESL TOPIC (B + A Together)	VOC TOPIC (B + A Together)
28	Review of Payroll Vocabulary	B: Payroll (Piecework and Regular Time Cards) A: Payroll (Piecework Time Cards and the One-Write System)
29	Payroll Records Test and Bank Reconciliation/Deposits	B: Payroll Records Test and Bank Reconciliation/Deposits A: (Same as above)
30	Vocabulary of 1) Reconciliation/ Deposits (Review), and 2) Job Preparation	B: Procedures of Job Preparation and Typewriter Repair A: (Same as above) Also, Banking Test (Reconciliation and Deposits)
31	Portfolio (Vocabulary, Purpose, Layout); Review of Problem Areas	B: Portfolios, Mock Interview, Make- A: (Same as above)

ESL/AGRICULTURAL SECRETARY-BOOKKEEPER

STUDENT PROGRESS CHART

SCHOOL YEAR:

STUDENT'S LAST NAME -- FIRST NAME	Alphabet & Numbers/Math		Vocabulary Clerical/Agri.		Time, Holidays Ag. Season/Crops		Directions		Safety		Id. Office/Farm Supplies/Equip.		Letters/Memos Envelope/Forms		Corrections of Typing Errors		Typewriter Oper/Maint.		Calculator Oper/Maint.		Filing		Mail/Open/Date Package/Distri.		General Record Keeping		Banking		Payroll		Reception & Telephone		Job Preparation.	
					V	E	V	E	V	E	V	E	V	E	V	E	V	E	V	E	V	E	V	E	V	E	V	E	V	E	V	E	V	E

STUDENT CHECKLIST

ESL/AG SECRETARY-BOOKKEEPER

STUDENTS NAME____ENTRY DATE__________________

This is to help monitor the student's progress and to make sure the student accomplishes curriculum objectives. As each objective is met, in the space to the left of each, either specify the date of completion or place a checkmark.

RECEPTION:

______Operate telephone.

______Request/provide information verbally.

______Request/provide information in writing.

______Introduce self and others, including job titles.

FILING:

______File alphabetically.

______File numerically.

______File chronologically.

CALCULATOR/TEN-KEY ADDER:

______Add.

______Subtract.

______Multiply.

______Divide.

COPYING MACHINE:

______Operate.

______Maintain.

TYPEWRITER OPERATION:

______Type business forms with numbers.

______Type full-block letter style.

______Type block letter style.

______Type modified-block letter style.

______Type memorandum.

______Type envelope.

______Type labels.

______Type with carbon paper.

______Identify keyboard letters verbally.

______Place fingers onto home row.

______Reinsert paper.

______Correct error.

TYPEWRITER MAINTENANCE:

______Change ribbon.

______Describe mechanical problem in English.

______Clean typewriter.

MAIL HANDLING:

______Receive, open and date.

______Record, photocopy, file, distribute copies.

______Prepare packages for mail.

BUSINESS FORMS (to Be Familiar with):

______Application for Social Secruity Card.

______W-4 Form.

______Work Schedule.

______Time Sheet.

______Payroll Sheet.

______Purchase Order.

______Invoice.

NUMBER COMPUTATION:

______Proof-check for errors.

______Balance checkbook.

______Make change.

______Locate telephone numbers.

______Read the calendar & schedule appointments.

______Tell time.

OTHER LANGUAGE SKILLS:

______Read numbers 1 to 1 million silently and verbally.

______Write the above numbers as numbers.

______Write the above numbers as words.

______Properly use agriculture terminology in English.

______Properly use business terminology in English.

OTHER SKILLS TO MAKE THE BOSS HAPPY:

______Make coffee.

______Regulate thermostat.

JOB PREPARATION:

______Compile portfolio of work.

______Write basic resume.

______Complete a job application.

(Page 2 of 3 Pages)

(JOB PREPARATION, continued)

______Dress suitably for office.

______Do a practice interview.

AGRICULTURE-RELATED SKILLS

______Identification of Appropriate Machinery and Tools.

______Identification and Use of Business Forms.

______Interpretation of Crop Chart, (Including Seasons).

______Recognition of Trade Related Publications.

______Use of Vocabulary.

ADDITIONAL NOTES AS NECESSARY:

NAME ____________

TESTS

1. Petty cash ___
2. Incoming Mail ___
3. Outgoing Mail ___
4. Filing ___
5. Income Tax ___
6. Vocabulary ___
7. Reconciliations & Deposits ___
8. Typing ___
9. Payroll ___
10. Check Writing ___

WORKSHEETS

1. Machine Calculation ___
2. Resume ___
3. Job Application ___
4. Office Appearance & Behavior ___

NAME ____________

TESTS

1. Petty cash ____
2. Incoming Mail ____
3. Outgoing Mail ____
4. Filing ____
5. Income Tax ____
6. Vocabulary ____
7. Reconciliations & Deposits ____
8. Typing ____
9. Payroll ____
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WORKSHEETS

1. Machine Calculation ____
2. Resume ____
3. Job Application ____
4. Office Appearance & Behavior ____

CF-1/80

V/ESL LESSON PLAN

INSTRUCTOR(S)____________________ / ____________________ DATE________________
(ESL) (VOC)

CLASS____ WEEK__________

1) LESSON TOPICS:

   A) ESL:

   B) VOCATIONAL:

2) BEHAVIORAL OBJECTIVES:

   A) ESL:

   B) VOCATIONAL:

3) OUTLINE OF LESSON: (TO INCLUDE: SUBJECT MATTER, TEACHING METHODS, STUDENT ACTIVITIES, TIME ALLOTMENTS, AND EVALUATION INSTRUMENTS FOR ESL AND VOCATIONAL COMPONENTS)

   A) ESL:

Page Two Week #_________ Class______________________________________

OUTLINE (continued):

B) VOCATIONAL:

4) NEW VOCABULARY:

5) MATERIALS NEEDED:

6) POST EVALUATION OF THIS LESSON:

7) PREPARATION NOW FOR FUTURE LESSONS: (films to order, etc.)

8) OBJECTIVES FOR STUDENTS TO MEET BY END OF MONTH:

CURRICULUM DEVELOPMENT REPORT

In developing the lessons and related materials, the main resources were consulting farmers and visiting existing programs. Other materials were purchased.

1) Programs: No existing vocational/ESL programs specializing in agricultural trades were located. However, two programs were visited and did contribute methods and strategies for teaching LES/NES students:

   A) Chinatown Resource Center focuses on prevocational skills fundamental for employment in general: (social security and job applications, interviewing techniques, and general skills needed for getting to work).

      Contact Person:
      David Hemphill, Project Director
      615 Grant Avenue, 4th Floor
      San Francisco, Calif. 94108

      Telephone: (415) 392-4627

   B) Valley Vocational Center teaches a variety of non-agricultural, yet vocational skills largely to LES/NES Indo-Chinese students. Complementary to to the vocational teachers' lessons are occupational-specific English lessons taught separately by ESL teachers. Students then receive both vocational and vocational ESL training.

      Contact Person:
      Linda Appleton, Facilitator
      Nick Kremer, Curriculum Specialist
      of Indo-Chinese Project
      15381 Proctor
      City of Industry, Calif. 91744

      Telephone: (213) 968-4638

In contrast, our program used more of a team-teaching approach. Both teachers helped reinforce each other, while teaching side-by-side. Once students needed instruction at distinct levels (remedial versus advanced), each teacher taught one of the two groups, then switched after breaktime. Students benefited from each teacher this way and also received more individualized attention due to fewer students in their group.

CURRICULUM DEVELOPMENT REPORT

-Page 2-

2) Farmers: It was very helpful to consult with agricultural business people periodically. They helped by informing us of the changing need for employees due to seasonal demands. Also, they suggested topics previously overlooked.

3) Published Materials: Some of the few materials showing potential use for our agricultural/ESL classes were films, cards showing signs (Caution, etc.), and practice sets mostly relating to work in general or to basic English. Publishing companies are listed below for securing a catalog:

A) Developmental Learning Materials (DLM)
7440 Natchez Avenue
Niles, Illinois 60648

B) Fearon Pitman Publishers, Inc.
6 Davis Drive
Belmont, CA. 94002

C) Institute of Modern Languages, Inc.
2622 Pittman Drive; P.O. Box 1087
Silver Spring, Md. 20910

D) Janus Book Publishers
2501 Industrial Parkway, W.
Hayward, CA. 94545

E) Lakeshore Curriculum Co.
2695 E. Dominguez St.
P.O. Box 6261
Carson, CA. 90749

F) Regents Publishing Company

G) South-Western Publishing Co.
5101 Madison Road
Cincinnati, Ohio 45227

Published ag-related materials for teaching LES/NES adults were not located. This lead the staff to developing most materials. Of these, pictures were found to be popular with the students. Handouts and flash cards were methods used for showing these pictures, helpful both in class and at home. The important point regarding materials was to use various methods. Since the lessons were taught in English, students unable to understand with one method sometimes grasped much more quickly with another.

When the subject matter became too difficult, students were encouraged to seek out the helf of their instructors. When they did not get their questions answered, they became frustrated and started missing class. In our response to this problem, our splitting the more remedial students from the more advanced helped them feel more comfortable and less challenged.

In addition, separating the classes allowed the teachers to direct their lessons and attention to fewer skill levels at any one time. The aide was also a great asset in this situation, interpreting detailed definitions, concepts and procedures for remedial students and helping to monitor their progress. One way for helping the aide record students' progress was with the Student Progress Chart, listing all students and the degree they showed competency for each unit of study.

To reduce the expense of having both a vocational and an ESL teacher, the class conceivably could have been taught by a vocational teacher along with a bilingual aide, vocationally knowledgeable or skilled.

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 1

1) LESSON TOPICS:

ESL Student Introduction, Letter Sounds, Typewriter (Keyboard, Parts and Finger Placement)

VOC Introduction of Typewriter (Finger Placement)

2) BEHAVIORAL OBJECTIVES:

ESL

--To pronounce students' names and letters of names in English. (This also serves as pre-post test.)

--To be able to introduce the student seated next to him/her. Student will

-- correctly spell the name of the student seated next to him/her.

--To identify typewriter keyboard, parts and supplies.

--To identify parts of hand (fingers and thumb).

VOC

--To place fingers correctly onto home row keys.

--To insert paper and type letters using home row.

--To demonstrate the proper sitting posture. To learn correct finger placement and type letter combinations (home row).

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL All students are taught as one group during ESL and vocational lessons. Teachers are introduced and student notebooks are distributed and explained to students - one for each student to be kept in class and the other to be taken home for review. Each student will stand, give his/her name and spell it in English.

Ask as many students as time permits their names, "What is your name?" "How do you spell it?", "How do you say the letters of the alphabet?", "Count the letters.", "Do you know how to type?", "How long have you lived in the U.S.?", What country did you come from?".

Students are to take notes (in notebooks distributed to them of alphabet and other words written onto board. Teacher will write letters that student says on the blackboard. This provides immediate feedback to student as to what the English-speaking person is hearing. For 20 students, approximate time is one hour.

EVALUATION: Name written correctly on blackboard. Observe students' introductions. Review self-introduction procedures, letter sounds.

Introduce the typewriter keyboard and parts; give handouts. Recalling the alphabet, have the students read the letters on the keyboard, emphasizing the home-row letters. Introduce only a few names of typewriter parts (on handout) each lesson then review, so students will not become frustrated.

(OBJECTIVES, continued) CLASS ESL/AG Secretary-Bookkeeper WEEK # 1

VOC Teacher will trace outline of hand onto board and will identify each finger and thumb then will quiz students by asking them about the information just covered. Teacher will point to and say words related to typewriter and parts while ESL teacher or aide writes them on the board.

The vocational teacher then reads words and has student repeat them (i.e., Teacher: "This says 'key'. What does this say?" Student: "It says 'key'."). Teacher will distribute to each student a handout illustrating the keyboard. Use of time cards mentioned.

Teacher will use typing chart and illustration on board to show correct placement of fingers on home row. Students place fingers accurately on home keys and type only those keys. Teacher will visually inspect each student to see that this is being done correctly. Students will also be shown correct typing posture. Approximate time one hour, fifteen minutes. Students will handwrite name and date (on back).

Teacher reviews last lesson: Identification of hand, typewriter parts, finger placement, home-row keys and proper sitting posture. An extensive review (to involve the full 1 hr. 15 min., half of period) is very important as a basis for learning typing properly from the beginning.

Observe students' understanding of proper finger placement.

4) **NEW VOCABULARY:**

Numbers 1 to 1 Million, parts of typewriter, ribbon, home row, space bar, keyboard, little finger, forefinger, index, thumb, introduce, spell.

5) **MATERIALS NEEDED:**

Time cards, blackboard, chalk, typewriter, paper "typewriter keyboard" handout, "Parts of typewriter" and typewriter illustration handouts, typing book (Gregg and Century 21). (Typing books vary in teaching approaches).

6) **LESSON EVALUATION:**

Worked very well suggestions: Play typing exercises from type to free the teacher for more individual monitoring of students.

WEEK 1

CLASSROOM TRAINING TIME CARD

EMPLOYEE

CLASS

DATE OF CLASS	IN	OUT	IN	OUT

60

ALPHABET & NUMBERS

Aa Bb Cc Dd Ee Ff Gg Hh

Ii Jj Kk Ll Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww Xx Yy Zz

1 2 3 4 5 6 7 8 9 0 10, 11, 12,

Aa Bb Cc Dd Ee Ff Gg Hh

Ii Jj Kk Ll Mm Nn Oo Pp Qq

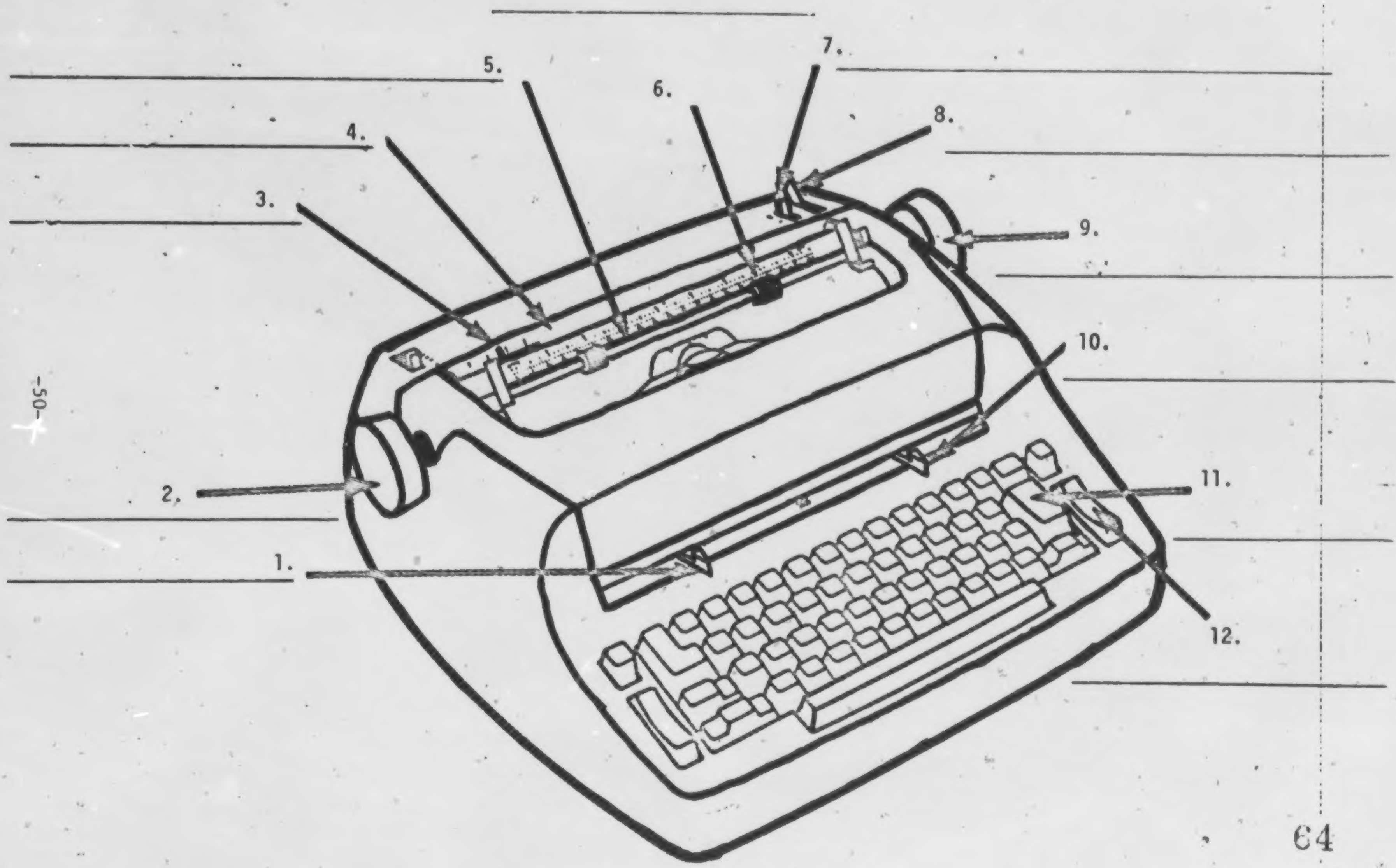
Rr Ss Tt Uu Vv Ww Xx Yy Zz

6

PARTS OF THE TYPEWRITER

1. LEFT MARGIN STOP - Push in and move to the left or right to set the left margin. Usually set at 20 for business letters.
2. LEFT PLATEN KNOB - Rolls the platen roller up or down to insert and remove paper from the typewriter.
3. PAPER GUIDE - The paper should be inserted with the left edge up against the paper guide to keep it straight. The paper guide is usually set on 0 for normal size paper.
4. PAPER TABLE - Numbered from left to right with the spaces on the typewriter. Used to line up the paper guide at 0.
5. PAPER BAIL - The metal bar that holds the paper flat against the typewriter.
6. PAPER BAIL ROLL - The rubber rollers on the paper bail.
7. LINE-SPACE REGULATOR - Can be set on single space (type on every line), or double space (type on every other line).
8. PAPER RELEASE - Releases the paper from the typewriter. When inserting paper use to release and straighten paper and when removing paper use before pulling paper out of typewriter.
9. RIGHT PLATEN KNOB - Same as left platen knob.
10. RIGHT MARGIN STOP - Same as left margin stop, usually set on 80 for business letters.
11. RETURN KEY - Returns the element to the left margin at the end of a line.
12. ON-OFF SWITCH - Turns on the power to the electric typewriter.

NAME ____________________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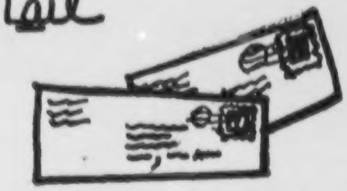
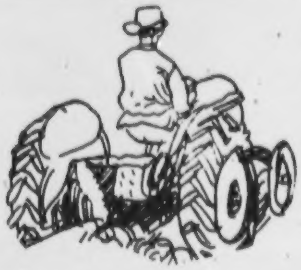
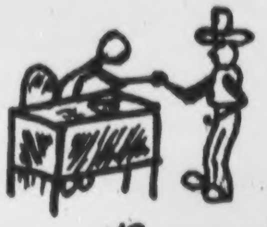
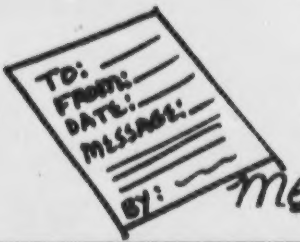
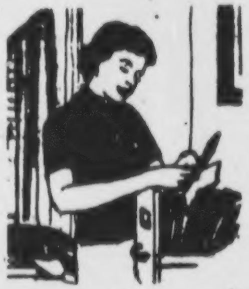
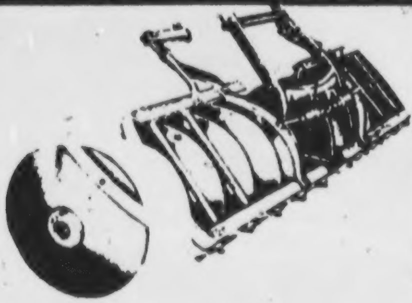
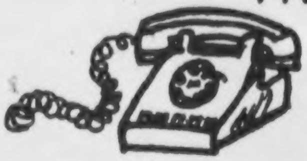
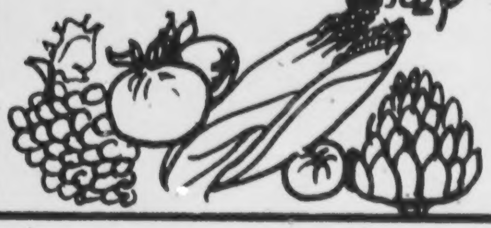
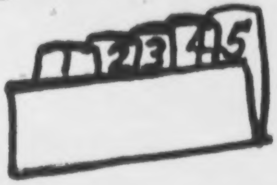
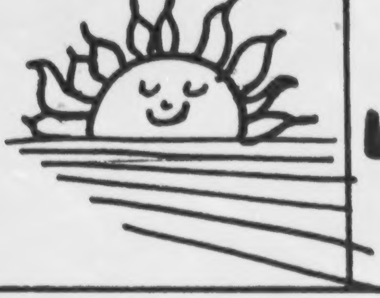
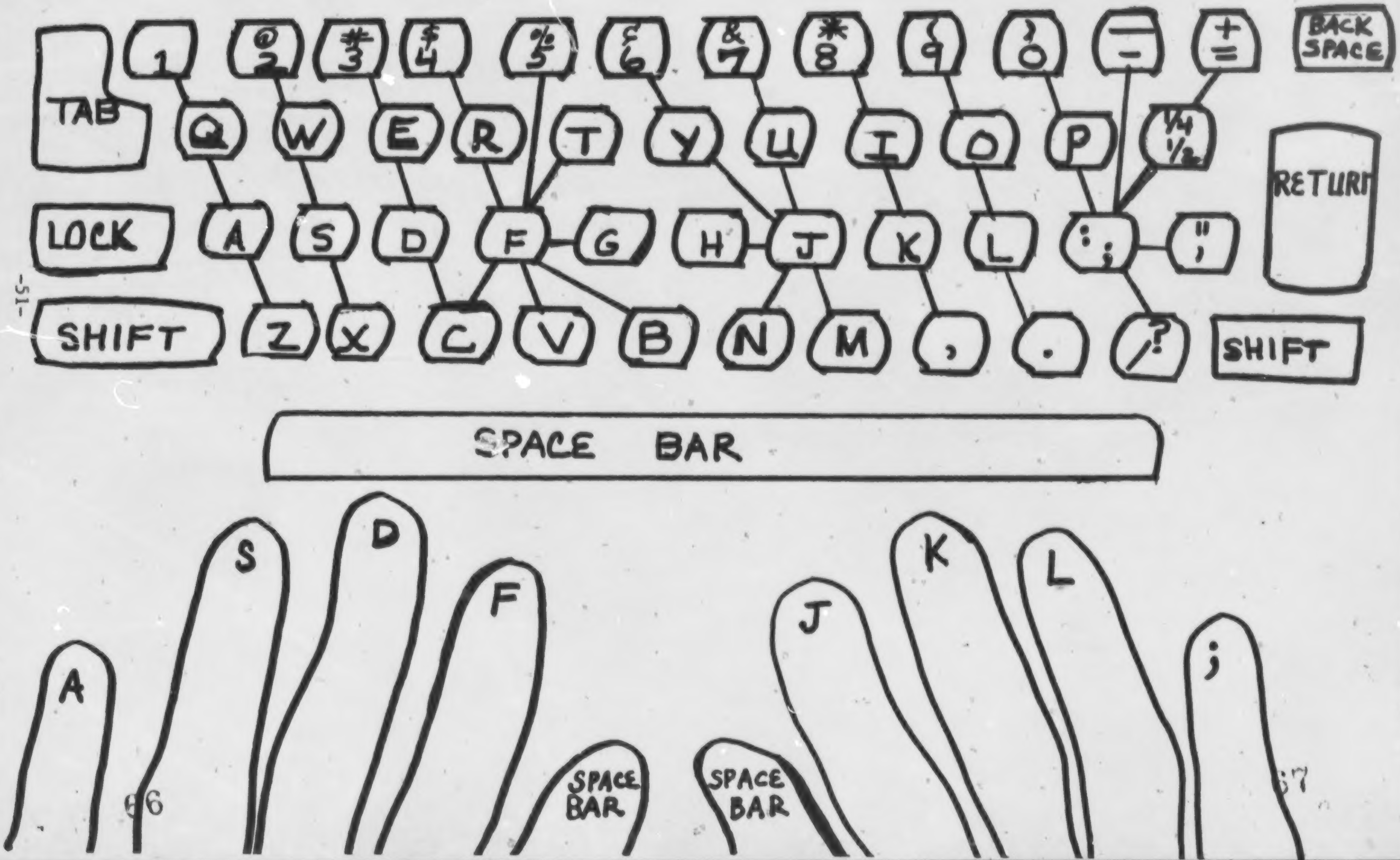
A	Mail 	Tractor 	A
E	 Reception	 Message	E
I	 Filing	 Disk	I
O	Phone 	Crop 	O
U	Numerical 	Sun 	U

TYPEWRITER • KEYBOARD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VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **Week #** 2

1) **LESSON TOPICS:**

ESL Time, Days, Months, Counting/Writing Numbers 1 to 1 Million

VOC New Letters on Typewriter: "j, h, d, e"; Left Shift Key; Space Bar; Return

2) **BEHAVIORAL OBJECTIVES:**

ESL

--To be able to read the days of week as a group.

--To be able to read the months of year as a group.

--To be able to count/write numbers one to ten in ones, ten to one hundred in tens, one hundred to one thousand in hundreds.

--To be able to read "twelve o'clock".

VOC

--To be able to locate the "j, h, d, e"; left shift key and type with correct finger.

--To be able to keep fingers curved and on home-row keys.

3) **LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)**

ESL

Review sounds and names of letters in alphabet. Review quickly the letters and parts of the typewriter, plus finger placement.

Handout will be provided to each student with both printed and written letters and numbers. Students will be given the time, the days of the week, months of the year, numbers - cardinal and ordinal. Students will write information in notebooks to supplement that from handouts.

EVALUATION: Dictate days, numbers, and have student rewrite them in order. Set clock to various times and have student write or tell time.

VOC

Allow 5 to 10 minutes for warm-up on home-row keys.

Dictate to student while he/she:

1. Types "eee", "ded", "ede", etc., "hhh", "hjh", "jhj", etc.
2. Uses shift, j release, shift, k release.

Allow 15 to 20 minutes.

Have students type material to improve striking technique and review learned letters. Allow 30 minutes.

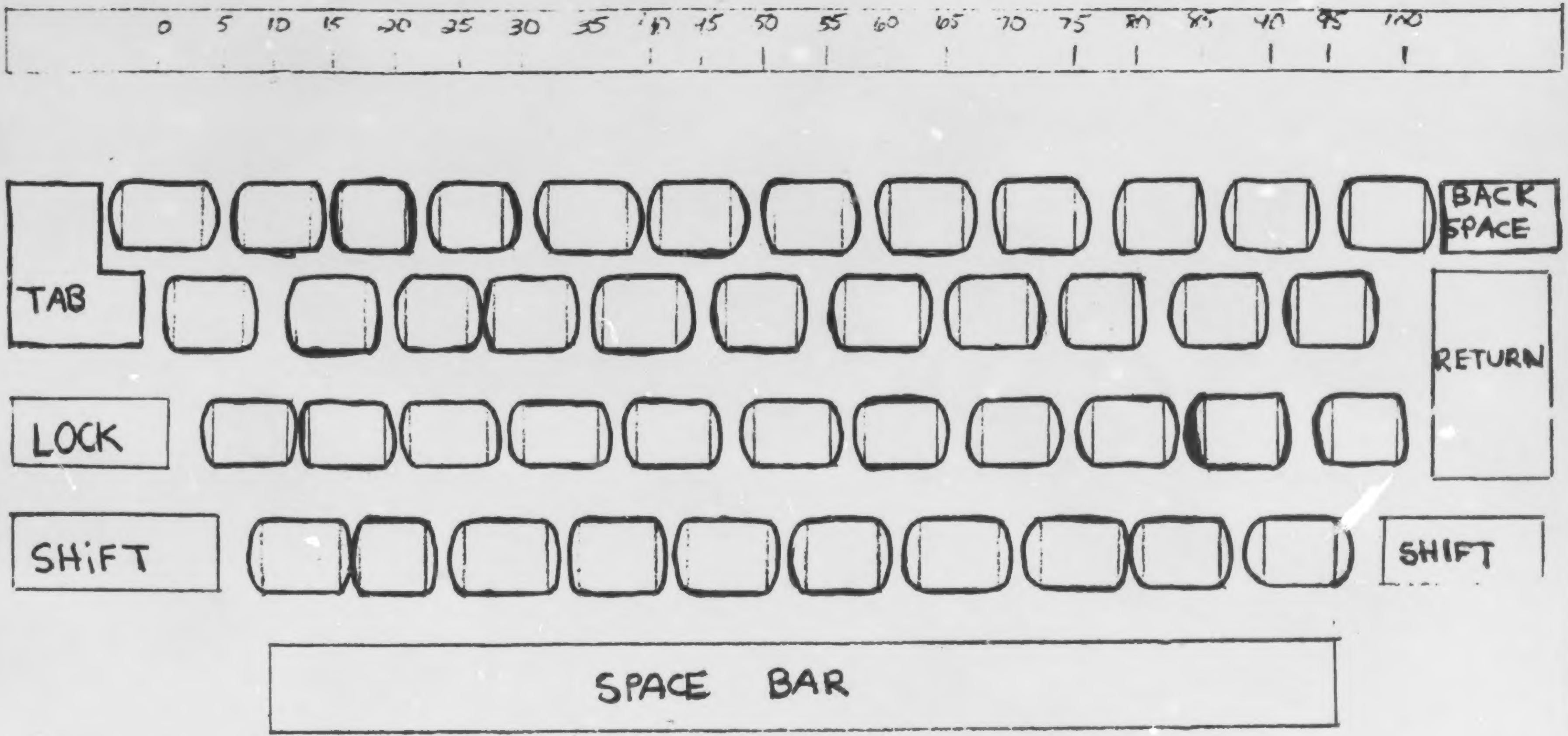
Second day, give more review and reinforcement, including space bar and return key.

EVALUATION: Teacher observes students, looks over papers. Some problems can be spotted; (jammed letters, strike-overs, spacing).

4) **NEW VOCABULARY:** Names of days/numbers, "shift, capital, return key, chart"

5) **MATERIALS NEEDED:** Letter-number chart; typing chart from week 1.

6) **LESSON EVALUATION:** Pointing to letters while pronouncing helps. Letter sounds are learned while typing.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BACK SPACE
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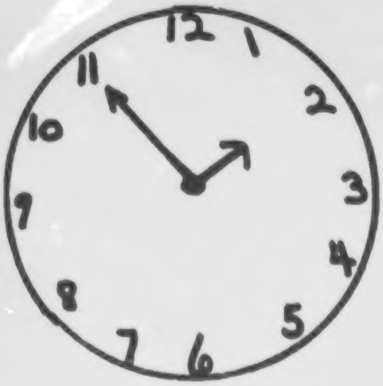
SPACE BAR

NAME ____________

DATE ____________

WHAT TIME IS IT?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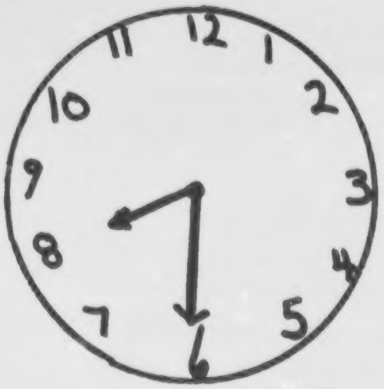
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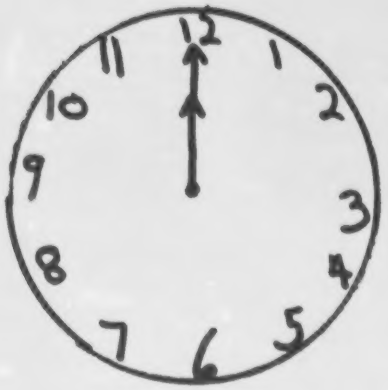
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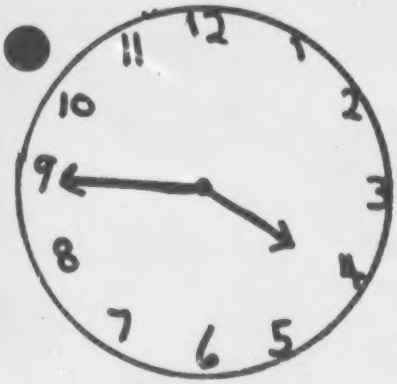
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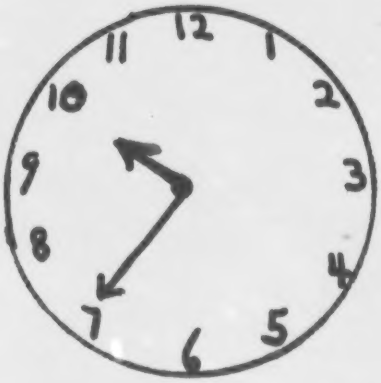
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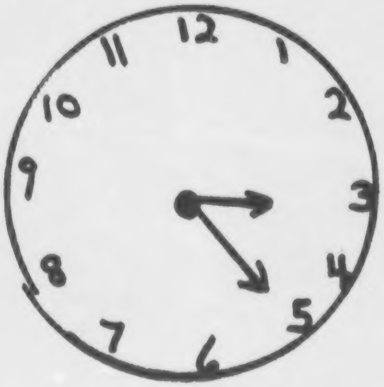
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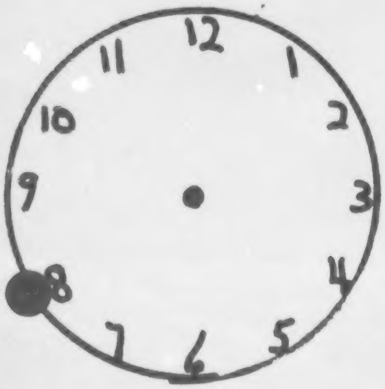
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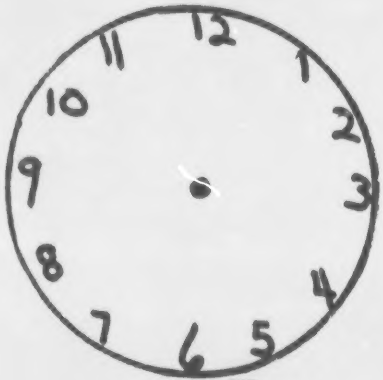
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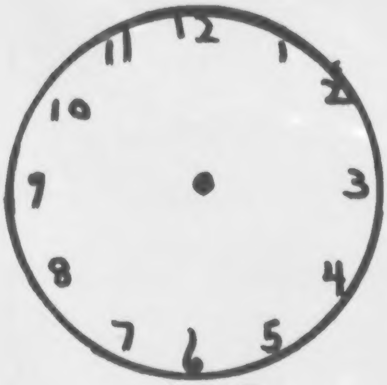
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VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 3

1) LESSON TOPICS:

ESL

Making change, Decimal Point, Punctuation, Alphabetic Filing

VOC

New Letters: "t, f, i, k, l and Backspacer"; Alphabetic Filing

2) BEHAVIORAL OBJECTIVES:

ESL

--To give back the proper change for an amount less than $10.00.
--To identify the type of punctuation following a question.
--To tell why alphabetic filing is called that.

VOC

--To learn new letters: "t, f, i, k, l and Backspacer".
--To recall old letters learned.
--To add new letters and type with rhythm.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

Day 1: Teach students to make change starting with amounts of $1.00 or less. Advance to $5.00 then $10.00 limits. Give students the opportunity to practice. Introduce the decimal point as a major part of the money system.

Day 2: Review Day 1's lesson.

Introduce common punctuation marks, relating the decimal point with the period. Also include question mark, exclamation point, quotation mark and comma. Have students practice these by writing sentences shown on board. Near end of class, explain alphabetical filing and have students 'file' their papers into folders alphabetically. These folders should be kept in class for student use. This is an easy, routine and time-saving method of teaching alphabetic filing.

(OBJECTIVES, continued) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 3

VOC

Give warm-up and review of previous keys (10 minutes). Introduce new key location "t" (dictate "ttt, tft, ftf", etc., while pointing to letters on typing chart). Do the same for "i-iii, iki, kik, and ..., .l., lll and backspacer". Make sure students use correct finger.

Have students practice new letters as well as old letters (20 minutes), then have them practice continuity of all strokes learned (20 minutes).

Filing: Show students their files for keeping typing and other papers. Explain procedures for students to use files in every class to give them the practice. The papers kept throughout the year will be the basis of their portfolios (Week #31). (Filing is addressed as a unit during Week # 9.)

EVALUATION: Observation of students' typing techniques. Observe students' accuracy in re-filing their files alphabetically.

4) NEW VOCABULARY:
Period, comma, colon, quotation marks and parenthesis, rhythm.

5) MATERIALS NEEDED:
Play money, flash cards showing punctuation marks and names.

6) LESSON EVALUATION:

73

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 4

1) LESSON TOPICS:

ESL

Holidays and Seasons (observed by local farmers)

VOC

New Keys: "u, v, Right Shift Key, a, s, and Lock Key"

2) BEHAVIORAL OBJECTIVES:

ESL

--Students will correctly name and write the months of year, holidays and seasons (agricultural activities and crops).

--Students will specify proper placement of their last names in alphabetic filing.

VOC

--To type "u, v, Right Shift Key, a, s, and Lock Key" without looking at the typewriter keys.

--To recall previous keys learned.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

Review months of year. After writing the months on the board, ask the students to pronounce each one after you. This should be done until they are pronounced properly by all students. Have the students write them in their notebook. Take each month individually and list the holidays and their dates by month. Have the students repeat the names of the holidays until each student pronounces them properly.

Introduce seasons, activities and crops shown on handout.

EVALUATION: Listen to students' pronounciation correct if necessary.

(OBJECTIVES, continued) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 4

VOC

Cover with students:
Warm-up drill - Review of previous letters (reinforcement). New-key location, type "u, v, right shift key, a, s, and lock key" (10 minutes). Stroking technique practice: Practice upward and downward reaches without moving hands out of alignment (10 minutes).

EVALUATION: Visual observation and looking over papers typed that day. Check for correct finger placement, position at typewriter, feet flat on floor, eyes on copy (not typewriter).

See if they followed directions. If you asked them, to double space and they did not either they do not know how or they do not understand your directions.

4) **NEW VOCABULARY:**
"Legal holiday", Thanksgiving, Christmas, Eater, Admission Day, 4th of July, vacation, time-off, office schedules, planned months of year (list), precedes, follows.

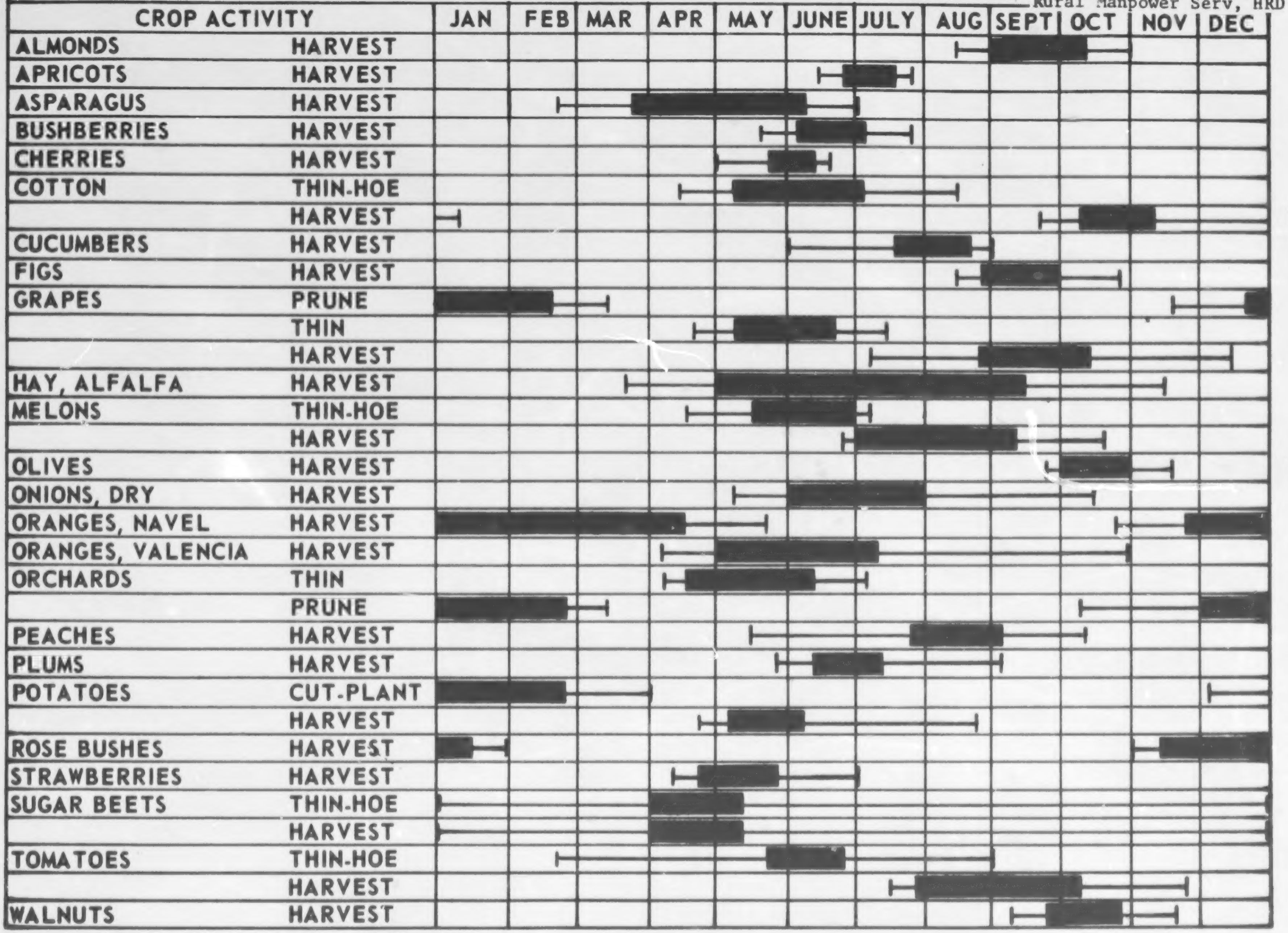
5) **MATERIALS NEEDED:**
Typewriter and book, paper, typing chart and pointer, chalk, chalkboard student notebooks, crop activity chart, and handout (on months, holidays and days).

6) **LESSON EVALUATION:**
You must check constantly to see that the students understand what is expected of them. If they do not follow directions - did they understand directions?

Aide: Duties; look over papers. Help observe students while typing and take roll.

SAN JOAQUIN VALLEY CROP ACTIVITY CHART

Adapted from California Guide for Farm Workers, Rural Manpower Serv, HRD



NAME ____________

DATE ____________

THE MONTHS OF THE YEAR

JANUARY	JAN.	JULY	JULY
FEBRUARY	FEB.	AUGUST	AUG.
MARCH	MAR.	SEPTEMBER	SEPT.
APRIL	APR.	OCTOBER	OCT.
MAY	MAY	NOVEMBER	NOV.
JUNE	JUNE	DECEMBER	DEC.

NATIONAL HOLIDAYS

NEW YEARS DAY (JAN.)

ABRAHAM LINCOLN'S BIRTHDAY (FEB.)

GEORGE WASHINGTON'S BIRTHDAY (FEB.)

EASTER (APR.)

MEMORIAL DAY (MAY)

INDEPENDENCE DAY (JULY)

LABOR DAY (SEPT.)

COLUMBUS DAY (OCT.)

VETERANS DAY (OCT.)

THANKSGIVING DAY (NOV.)

CHRISTMAS DAY (DEC.)

DAYS OF THE WEEK

MONDAY	MON.	THURSDAY	THURS.
TUESDAY	TUES.	FRIDAY	FRI.
WEDNESDAY	WED.	SATURDAY	SAT.
SUNDAY	SUN.		

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 5

1) **LESSON TOPICS:**

ESL

Alphabet Review and Use of the Dictionary

VOC

New Letters "w, g, p, x, n"

2) **BEHAVIORAL OBJECTIVES:**

ESL

--To be able to say the 26 letters in proper order from A to Z.
--To be able to locate certain words in the dictionary.

VOC

--To be able to type the "w, g, p, x, n" keys with the correct finger without looking at the typewriter.
--To be able to locate these keys without referring to the typing chart by the end of class.

3) **LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)**

ESL

As a review of the alphabet, and in learning to use a dictionary, the students will first be shown and explained the order in which words appear in the dictionary. Students will relate that order to alphabet handout. Teacher will then split students into groups of four and assign each group to look up the same five words which appear on board. The students will work as a team within each group to race against the other groups. Their goal will be to look up the definitions and write them down in English as quickly as possible. The teacher will then write the students' definitions onto the board.

The complexity of words (business terms, included) will vary with students' abilities. Points will be given for the team winning each race. A time limit for each race will be agreed upon by class (brief enough to keep the students on their toes). To encourage students, in the beginning, the words assigned should be those included in vocabularies of previous lessons, (i.e., period, comma, paper) so that students are familiar with them. Later, new words of future lessons (i.e., addition, subtraction, etc.) can be incorporated.

(OBJECTIVES, continued) CLASS ESL/AG Secretary-Bookkeeper WEEK # 5

VOC

10 minutes	Conditioning Practice - Review all keys learned.
15 minutes	New Key Location - Use typing chart and pointer. ("Space once after comma in a sentence.)
15 minutes	Stroking Technique Practice - Move fingers, not hands. Type "w, (,), and g" and then all combined; (Second day: "p, x, and n").
25 minutes	Continuity Practice - "Keep typing don't pause or hesitate."
10 minutes	Sentence Guided Writings - This will be the beginning of timed writings. Explain how to figure speed. It helps to use a transparency and give a few examples. Push for speed, giving 30 seconds and 1-minute timings. Really push the students, encouraging them in the process.

4) **NEW VOCABULARY:**

5) **MATERIALS NEEDED:**

6) **LESSON EVALUATION:**

RECORD OF TIMED WRITING

Name ______________________________ Class __________________________

Date	Page	Min.	GWPM	Errors	NWPM

Date	Page	Min.	GWPM	Errors	NWPM

TIMED WRITING PROGRESS CHART

WEEK #	#7	#8	#9	#10	#11	#12	#13	#14	#15	#16	#17	#18	#19	#20	#21	#22	#23	#24
NAME	Write scores and page number of timed writing																	

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 6

1) LESSON TOPICS:

ESL

Review and Quiz on Weeks 1-5

VOC

New Letters: "q, u, m, c" and Tabulation; Typewriter Maintenance

2) BEHAVIORAL OBJECTIVES:

ESL

--To demonstrate knowledge of the alphabet, numbers, days, months, seasons, and punctuation, by passing 70% of quiz.

VOC

--To type new letters and use tab key without looking at keyboard.
--To set up simple tables, given all information.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

Ask students of any problems they have within each of the areas numbered below. Identify additional problems. Give the quiz. Have the teacher-aide record on students' individual checklists and on Students Progress Chart the students' scores and apparent level of understanding. Sample of Quiz attached.

EVALUATION: Study the progress chart to more carefully determine those students needing help, grouping students by particular area of need.

(OBJECTIVES, continued) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 6

VOC

Students will be shown procedures for minor typewriter maintenance, then will be introduced to new keys and tabulation setting procedures:

Minor Typewriter Maintenance -

1. Cleaning the ball or keys and rest of typewriter.
2. Changing the ribbon.
3. Changing for mechanical problems with: Back-spacer, return, margin release, tab set and clear, tabulator, lock or shift, space bar, single- or double-spacer, index and paper release.

New Letters (Keys) -

Conditioning Practice - Have students type 3 lines containing all previous letters learned, last letters learned, and an easy sentence.

New Key Location - Introduce new keys using typing chart and pointer. Spot check students to make sure they are using correct finger.

Stroking Technique - Give typing exercises to students containing new letters.

Computing Words Per Minute - (WPM) Go over how to figure speed again. Use a new transaprency.

Tabulation Procedure -

To students: "Locate the tab clear key. Clear all tab stops. Make sure left margin is set at a particular number to simplify checking the tab stops. (Example: The first tab should be at 30, the second at 45 and the third at 61.) Locate tab set. Space 15 times on space bar, set tab-stop by pressing tab-set down, then release tab set. Space 16 spaces, on space bar, set tab, stop. Return carriage. Locate 'tab' key. Depress tab key. Carriage should stop at 30, then 45 and then 61. Type a table shown in book."

4) **NEW VOCABULARY:**

Tabulation, tab clear, tab set, tab key.

5) **MATERIALS NEEDED:**

Crop Activity Chart handout (adapted from California Guide for Farm Workers - See insert from quiz), play money, typewriter, paper, projector, transparencies, pointer, handout (covering weekdays, months, numbers and letters).

6) **LESSON EVALUATION:**

The students appreciated the review of letter, numbers, etc., in the ESL component.

ESL QUIZ (Weeks 1-5) Name____________________

Date____________________

1) Print (not write) the letters of the alphabet using capitals and small letters.

2) Fill in numbers missing in sequences written on board.

3) Write the words for the numbers 11-30.

4) Tell proper time by reading clock illustrated by teacher.

5) Tuesday comes after: a) Monday b) Thursday c) Saturday

6) Write the four seasons,* listing three activities and crops that go with each.

7) How many nickles are in one dollar?

8) Christmas Day falls in what month?

9) What is the name of this punctuation mark (,)?

10) Write three letters.

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* (Refer to the California Guide for Farm Workers, provided by the State Department of Human Resources Development, HRD, Rural Manpower Services Division. (Please see the handout, adapted from the booklet, covering San Joaquin Valley.)

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 7

1) **LESSON TOPICS:**

ESL

Assessment of Addition and Subtraction Skills

VOC

New Letters "v, b, r, y, o"

2) **BEHAVIORAL OBJECTIVES:**

ESL

--To identify student competency in addition and subtraction.

--Students will be able to identify math procedures as "addition, subtraction," etc.

VOC

--To locate the "v, b, r, y, o" on the keyboard without looking.

3) **LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)**

ESL

--Administer pre-post tests.

--Introduce math vocabulary.

--Work on math weaknesses of each student.

--Give problem exercises.

EVALUATION: Grade pre-post tests.

(OBJECTIVES, continued) CLASS ESL/AG Secretary-Bookkeeper WEEK # 7

VOC

--After this lesson, most of the letters will have been learned.

--Students will be instructed to practice as follows:

5 minute	Warm-up Review - Spend time to get fingers working.
10 minute	Tabulation Practice - Do short tabulation problems.
10 minute	New-key location.
10 minute	Stroking Practice .
10 minute	Continuity Practice - This is for reinforcement of new keys learned.
[illegible] minute	Paragraphs - Type timed writings "1 & 2". Work for speed. Push hard. Don't worry about mistakes for now. In the last timed-writing, work for 3 or less errors in 2 minutes. Record speed on chart. (Each student should have typing chart in folder.)

EVALUATION: Watch students' position of hands and their posture.

4) NEW VOCABULARY:

Period, question mark, math symbols.

5) MATERIALS NEEDED:

Pointer, typing chart, typewriters, paper, 30 copies Ceres SAM Addition & Subtraction pre-post test.

6) LESSON EVALUATION:

Okay, typing speeds are really slow and need a lot of work.

Addition: Pre and Post Test Name____________

1.2 1.21

33	46	26	17	80	19 + 0 = _____
+2	+3	+2	+0	+6	

1.22 1.3

52	56	22 + 14 = ___	20	58	32 + 60 = ___
+34	+13		+10	+20	

.31 1.32

216	663	747	477	345	283
+11	+35	+41	+212	+342	+616

1.4 1.41

27	45	11 + 9 = ___	216	633	152 + 9 = ___
+3	+5		+5	+8	

m

Addition Test con't. Name________________

1.42

14 26 78 + 13 = ___
+17 +15

1.43

35 99 88 + 20 = ___
+75 +21

1.5

265 899 173
+28 +11 +77

1.51

343 624 277
+218 +187 +654

1.52

4821 8198 9835
+3641 +1111 +8764

1.6

4 6 4
5 1 1
3 3 6
+2 +4 +3

1.61

42 582 9753
27 143 6579
+19 +214 +1332

1.7

25 301 1010
10 208 6900
+75 +501 +3090

Addition Test con't. Name________________

1.71

25	2528	5364
325	321	29
+411	+5631	+2745

1.72

52 + 3 + 37 = ______

7 + 66 + 23 = ______

3 + 47 + 55 = ______

1.8

$25.15	$32.62	$20.65
+4.42	+13.23	+5.10

1.9

2 + ___ = 11

20 + ___ = 30

451 + ___ = 864

Subtraction: Pre and Post Test Name____________

2.1 2.11

$$\begin{array}{rrlrrl} 10 & 25 & 23 - 3 = \_\_\_ & 42 & 38 & 23 - 11 = \_\_\_ \\ \underline{-5} & \underline{-5} & & \underline{-11} & \underline{-15} & \end{array}$$

2.2 2.21

$$\begin{array}{rrrrrr} 682 & 688 & 999 & 120 & 107 & 780 \\ \underline{-61} & \underline{-22} & \underline{-88} & \underline{-10} & \underline{-27} & \underline{-70} \end{array}$$

2.3 2.31

$$\begin{array}{rrrrrr} 544 & 495 & 989 & 1973 & 2354 & 1535 \\ \underline{-232} & \underline{-133} & \underline{-662} & \underline{-452} & \underline{-113} & \underline{-422} \end{array}$$

2.4 2.41

$$\begin{array}{rrrrrr} 25 & 83 & 74 & 81 & 38 & 31 \\ \underline{-6} & \underline{-5} & \underline{-7} & \underline{-22} & \underline{-19} & \underline{-15} \end{array}$$

2.5 2.51

$$\begin{array}{rrrrrr} 842 & 156 & 245 & 409 & 208 & 342 \\ \underline{-23} & \underline{-18} & \underline{-27} & \underline{-28} & \underline{-18} & \underline{-50} \end{array}$$

Subtraction Test con'T. Name________________

2.6 2.61

743 652 496 470 808 650
-514 -413 -296 -351 -209 -315

2.7 2.71

5682 3442 7599 3000 8050 4030
-354 -974 -888 -479 -584 -122

2.8 2.81

8324 4567 5578 2000 3202 4005
-5875 -2778 -1789 -1564 -1111 -3750

2.82

36,502 52,891 44,886
-7,601 -7,802 -3,467

2.9

\$8.00 \$63.85 \$47.52
-5.53 -36.76 -33.20

2.10

______ - 20 = 50 ____ - 73 = 96 ___- 54 = 66

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 8

1) LESSON TOPICS:

ESL

Assessment of Multiplication and Division Skills

VOC

Review of Typing and Alphabetical Filing, New Keys: "2, comma (,), period (.), ?"

2) BEHAVIORAL OBJECTIVES:

ESL

--To identify student competency in multiplication and division.

VOC

--To increase speed in typing and filing.
--To put in alphabetical order four groups of names, applying rules learned to date.
--To type new keys with proper finger placement.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

60 minutes	Administer the Ceres Unified SAM pre-post test in multiplication and division. Introduce the vocation that goes with multiplication. Have students correct own tests.
30 minutes	Go over problems missed by students on test.
30 minutes	Drill with subtraction and addition, problems missed in previous test.
30 minutes	Review fractions and decimals in preparation for next test.

94

(OBJECTIVES, continued) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 8

VOC

Typing: Give warm-up for 5 minutes: then give four 3-minute timed writings. Introduce and let students practice new keys.

Filing: Ask students to transpose personal names and alphabetize them by surname, given name or first initial, middle name or initial. The "Nothing comes before something." rule will be explained.

Write name on board as is (Rebecca Horn Kamille). Then write Kamille, (first indexing unit) Rebecca (second) Horn (third). Use a variety of names, example (Rebecca D. Kamille, R.D. Kamille, Rebecca H. Kamille). Give students 10 names to code (only). Call on students while you check accuracy of work. Pass out problems - alike and not alike. Discuss following directions and read directions. Use rest of time to do problems. Second day:

Second day: (Filing Lesson) Give four problems of names to be alphabetized. Review rules and do in class.

EVALUATION: Check students' understanding of rules by how correctly students do problems.

4) **NEW VOCABULARY:**

Alphabetize, indexing unit, transpose, surname, given name, alike, different

5) **MATERIALS NEEDED:**

Handouts on filing, typewriter and paper, 30 copies Ceres SAM pre-post test multiplication and division.

6) **LESSON EVALUATION:**

All went well until I had them index their own names. We had to discuss what their last names were, depending upon whether they used their mother's maiden anme or father's surname (Mexican culture).

M.

MULTIPLICATION PRE-POST TEST NAME ____________

$\boxed{3.2}$

$\begin{array}{r} 24 \\ \times 2 \\ \hline \end{array}$ $\begin{array}{r} 31 \\ \times 3 \\ \hline \end{array}$ $\begin{array}{r} 14 \\ \times 2 \\ \hline \end{array}$

$\boxed{3.21}$

$\begin{array}{r} 40 \\ \times 6 \\ \hline \end{array}$ $\begin{array}{r} 90 \\ \times 8 \\ \hline \end{array}$ $\begin{array}{r} 40 \\ \times 7 \\ \hline \end{array}$

$\boxed{3.3}$

$\begin{array}{r} 243 \\ \times 2 \\ \hline \end{array}$ $\begin{array}{r} 312 \\ \times 3 \\ \hline \end{array}$ $\begin{array}{r} 889 \\ \times 1 \\ \hline \end{array}$

$\boxed{3.31}$

$\begin{array}{r} 204 \\ \times 2 \\ \hline \end{array}$ $\begin{array}{r} 110 \\ \times 8 \\ \hline \end{array}$ $\begin{array}{r} 420 \\ \times 1 \\ \hline \end{array}$

$\boxed{3.4}$

$\begin{array}{r} 56 \\ \times 4 \\ \hline \end{array}$ $\begin{array}{r} 95 \\ \times 5 \\ \hline \end{array}$ $\begin{array}{r} 75 \\ \times 8 \\ \hline \end{array}$

$\boxed{3.41}$

$\begin{array}{r} 645 \\ \times 9 \\ \hline \end{array}$ $\begin{array}{r} 268 \\ \times 8 \\ \hline \end{array}$ $\begin{array}{r} 434 \\ \times 7 \\ \hline \end{array}$

$\boxed{3.42}$

$\begin{array}{r} 250 \\ \times 2 \\ \hline \end{array}$ $\begin{array}{r} 608 \\ \times 2 \\ \hline \end{array}$ $\begin{array}{r} 120 \\ \times 9 \\ \hline \end{array}$

$\boxed{3.5}$

$\begin{array}{r} 12 \\ \times 23 \\ \hline \end{array}$ $\begin{array}{r} 31 \\ \times 13 \\ \hline \end{array}$ $\begin{array}{r} 89 \\ \times 11 \\ \hline \end{array}$

$\boxed{3.51}$

$\begin{array}{r} 20 \\ \times 11 \\ \hline \end{array}$ $\begin{array}{r} 25 \\ \times 10 \\ \hline \end{array}$ $\begin{array}{r} 32 \\ \times 30 \\ \hline \end{array}$

$\boxed{3.6}$

$\begin{array}{r} 24 \\ \times 13 \\ \hline \end{array}$ $\begin{array}{r} 16 \\ \times 12 \\ \hline \end{array}$ $\begin{array}{r} 17 \\ \times 21 \\ \hline \end{array}$

Multi. Page Two NAME ________________

3.61

58	25	72
x90	x14	x80

3.7

632	933	821
x21	x32	x24

3.71

304	300	403
x21	x29	x33

3.72

166	329	229
x14	x19	x46

3.73

460	521	820
x20	x30	x15

Multi. Page Three

NAME ______________

3.8

231	941	833
x322	x222	x121

3.81

304	903	800
x122	x302	x245

3.82

694	643	389
x398	x596	x473

3.83

450	450	700
x202	x305	x322

Multi. Page Four NAME ____________________

3.9

$$\begin{array}{r} 0.7 \\ \underline{\times 5} \end{array} \qquad \begin{array}{r} 0.42 \\ \underline{\times 6} \end{array} \qquad \begin{array}{r} 0.5 \\ \underline{\times 27} \end{array}$$

3.91

$$\begin{array}{r} \$1.25 \\ \underline{\times 15} \end{array} \qquad \begin{array}{r} \$2.36 \\ \underline{\times 23} \end{array} \qquad \begin{array}{r} \$3.41 \\ \underline{\times 45} \end{array}$$

DIVISION PRE-POST TEST NAME ____________________

$\boxed{4.2}$

$3\,\overline{)\,33}$ $5\,\overline{)\,55}$ $4\,\overline{)\,12}$

$\boxed{4.3}$

$9\,\overline{)\,279}$ $8\,\overline{)\,648}$ $6\,\overline{)\,366}$

$\boxed{4.31}$

$3\,\overline{)\,153}$ $2\,\overline{)\,102}$ $6\,\overline{)\,306}$

$\boxed{4.32}$

$8\,\overline{)\,5688}$ $4\,\overline{)\,2484}$ $9\,\overline{)\,8199}$

$\boxed{4.4}$

$3\,\overline{)\,141}$ $9\,\overline{)\,855}$ $8\,\overline{)\,672}$

$\boxed{4.41}$

$2\,\overline{)\,110}$ $5\,\overline{)\,260}$ $3\,\overline{)\,198}$

Pg.2 DIVISION PRE-POST NAME____________________

4.5

$6\overline{)3324}$ $5\overline{)3945}$ $6\overline{)3666}$

4.51

$8\overline{)5632}$ $7\overline{)7679}$ $8\overline{)8072}$

4.6

$8\overline{)97}$ $7\overline{)97}$ $7\overline{)83}$

4.61

$6\overline{)347}$ $3\overline{)235}$ $4\overline{)395}$

4.62

$8\overline{)602}$ $7\overline{)729}$ $9\overline{)919}$

Pg.3 DIVISION PRE-POST NAME ____________________

4.63

$7\,\overline{)1535}$ $8\,\overline{)1698}$ $5\,\overline{)1569}$

4.64

$3\,\overline{)2108}$ $5\,\overline{)3103}$ $7\,\overline{)4266}$

4.7

$14\,\overline{)28}$ $18\,\overline{)72}$ $23\,\overline{)92}$

4.71

$12\,\overline{)378}$ $41\,\overline{)873}$ $26\,\overline{)547}$

Pg.4 DIVISION PRE-POST NAME ________________

$\boxed{4.72}$

$11\overline{)562}$ $27\overline{)581}$ $12\overline{)397}$

$\boxed{4.8}$

$23\overline{)1817}$ $34\overline{)2278}$ $18\overline{)1314}$

$\boxed{4.81}$

$79\overline{)1836}$ $67\overline{)2305}$ $73\overline{)1343}$

$\boxed{4.9}$

$7\overline{)3.5}$ $6\overline{)2.4}$ $9\overline{)1.8}$

FILING VOCABULARY

FILING - A systematic method of storing materials so that they can be found easily and quickly.

FILE FOLDER - A special labeled folder used to keep filed materials in.

FILE CABINET - A cabinet with drawers that file folders are kept in.

ALPHABETICAL FILING - Filing material in alphabetical order by name (from A to Z).

NUMERICAL FILING - Filing material by it's document number (for example; a check number or an invoice number) filed from the lowest number to the highest number.

CHRONOLOGICAL FILING -Filing material by it's date, with the newest material in front and the oldest in back. (For example; by the billing date or due date.)

SUBJECT FILING - Filing material by it's subject or topic (for example; a recipe box).

FILING RULES

L. Names of people are alphabetized last name first:

EXAMPLE	CORRECT ALPHABETIC ARRANGEMENT
Charles Bond	Bond, Charles
Charles E. Bond	Bond, Charles E.
Charles Bonde	Bonde, Charles
Doris Brown	Brown, Doris
Albert D'Arcy	D'Arcy, Albert
Jean De Angelo	DeAngelo, Jean

2. An initial always comes before a full name beginning with the same letter.

EXAMPLE	CORRECT ALPHABETIC ARRANGEMENT
D. Casey	Casey, D.
Daniel Casey	Casey, Daniel
R.A. Clark	Clark, R.A.
Robert A. Clarkson	Clarkson, Robert A.

3. Names of business firms are arranged for filing exactly as they are written. If the word "The" preceeds the business name, it is placed after the name in filing

EXAMPLE	CORRECT ALPHABETIC ARRANGEMENT
Harrison Cleaners	Harrison Cleaners
The Herr Jewelry Store	Herr Jewelry Store (The)
Judy's Dress Shop	Judy's Dress Shop

EXCEPTION TO RU1E 3:

If the business firm's name contains the full name of an individual, it is filed last name first as in Rule 1.

EXAMPLE	CORRECT ALPHABETIC ARRANGEMENT
John Barry Print Shop	Barry, John, Print Shop
Henry Jones Hardware Co.	Jones, Henry, Hardeware Co.
Ann Rainey Sauna and Spa	Rainey, Ann, Sauna and Spa
Howard Thomas Attorney At Law	Thomas, Howard, Attorney At Law

Wk-B #4 - 20, Day 2

FILING

Date ________________ *Name* ________________

TEST 3—NUMERICAL AND CHRONOLOGICAL SEQUENCING

*Score (50)*________

GROUP A / NUMERICAL SEQUENCING

Directions. Arrange the following amounts in numerical order in the proper columns below. Work as rapidly as you can.

$23.98
36.09
14.95
19.91
38.93

$16.30
40.01
39.98
4.89
29.89

$23.37
49.01
38.88
12.00
6.72

$ 3.17
19.99
47.00
27.82
45.00

$ 5.28
39.00
28.92
44.37
.03

$ 0.01 through 9.99	$10.00 through 19.99	$20.00 through 29.99	$30.00 through 39.99	$40.00 through 49.99

GROUP B / CHRONOLOGICAL SEQUENCING

Directions. Arrange the following dates in chronological (date) order in the proper columns below. Work as rapidly as you can.

Sept. 27, 1979
May 6, 1980
July 22, 1980
April 8, 1980
May 28, 1979
Oct. 19, 1979
Sept. 7, 1980

Nov. 24, 1979
March 15, 1981
Dec. 9, 1980
March 24, 1980
Dec. 2, 1979
Jan. 31, 1980
April 21, 1979

March 5, 1980
May 9, 1981
July 12, 1979
April 16, 1980
Nov. 14, 1980
April 20, 1981
June 7, 1979

Feb. 23, 1980
Feb. 14, 1981
June 20, 1980
Jan. 6, 1981

April 1, 1979 through Dec. 31, 1979	Jan. 1, 1980 through June 30, 1980	July 1, 1980 through June 30, 1981

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 9

1) LESSON TOPICS:

ESL

Assessment of Fraction and Decimal Skills, Filing Vocabulary

VOC

Typing for Speed, Other Filing Rules and Typing of Filing Cards

2) BEHAVIORAL OBJECTIVES:

ESL

--To identify student competency in fraction and decimal skills.
--To review basic math skill.
--To correctly name each method of filing after hearing their definitions.

VOC

--To increase speed in typing and filing.
--To increase knowledge of working parts of typewriter; students will identify typewriter parts specified by teacher.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

65 minutes	Administer the Ceres Unified SAM pre-post test in decimals. Introduce the vocabulary that goes with fractions and decimals. Encourage students to do their best on hard problems.
20 minutes	Drill in division weaknesse established in the previous class.
45 minutes	Review all math skills.
20 minutes	Introduce/review vocabulary basic to filing.

EVALUATION: Post test SAM Ceres Unified School District.

VOC Typing: 30 minutes total (rest of time for filing).

10 minutes	Identify parts of typewriter verbally.
10 minutes	Practice shift key (right & left) shift lock, home-row keys, bottom-row keys, top-row keys.
10 minutes	Give 3-minutes timed writings. Work on speed first, then accuracy (2 mistakes a minute for now).

VOC (continued) Filing:

Directions to Students: "Out" Folder: "This indicates someone has folder. "Cross reference" the names you are not sure of. When a title or degree accompanies a name, place the title in parentheses and disregard in indexing." (Give examples - Brogden, James H. (Col.)).

Rules - Business names - "Keep in normal order:" Example: Allen Concrete Pipe Company. Put articles (a, an, the) prepositions (of, for, in) and conjunctions (and, &) in parentheses and disregard in indexing: Example; M. J. Freedman (and) Brothers.

Types - Refer to geographic filing and explain use. Explain numeric, subject, chronologic filing. At this point we referred to their folders in the small box. The typing paper and assignment were in their folders. In this file, I also had my materials filed by subject (filing, typing, paper, etc.). These folders are those used and refiled by students daily. Give work sheets to students to start in class and to finish at home.

EVALUATION: Have students type names and addresses of fictitious persons or themselves onto at least ten index cards and pass out to class. Then students should put cards into alphabetical order. Give oral test:

1. "Can you open the first door of the file cabinet?"
2. "Show me a folder."
3. "Show me a folder behind guide B."
4. "Show me an index card."
5. "Show me a ruler."
6. "Show me some scotch tape."
7. "Show me a paper clip."
8. "Show me a thumb tack."
9. "Show me a stapler."
10. "Show me a pair of scissors."

Give a picture test of the above items.

4) **NEW VOCABULARY:**
Guide, index card, file cabinet, paper clip, out folder, cross reference, indexing, title, degree.

5) **MATERIALS NEEDED:**
Typewriters, paper, filing problems (worksheets), index cards, paper clips, guiders, folders, file cabinet, scissors, thumb tack, stapler, test on filing equipment, blackboard, chalk, handout of filing vocabulary and rules, fractions and decimals test.

6) **LESSON EVALUATION:**
Some of the students had a problem filing their own folders. They would put them in front of the guide instead of behind. (Filing is re-introduced for new students in Week 20 lesson and is reviewed for advanced students.)

Pre-Post Test for Addition of Fractions Name____________________________

5.2

$$\begin{array}{r} \frac{1}{4} \\ + \frac{1}{4} \\ \hline \end{array} \qquad \begin{array}{r} \frac{2}{5} \\ + \frac{3}{5} \\ \hline \end{array} \qquad \frac{2}{16} + \frac{4}{16} =$$

5.21

$$\begin{array}{r} 4\,\frac{3}{8} \\ + \frac{1}{8} \\ \hline \end{array} \qquad \begin{array}{r} \frac{8}{24} \\ 12\,\frac{2}{24} \\ + \quad \\ \hline \end{array} \qquad 17\,\frac{5}{10} + 55\,\frac{4}{10} =$$

5.22

$$\begin{array}{r} \frac{4}{16} \\ + \frac{3}{8} \\ \hline \end{array} \qquad \begin{array}{r} \frac{2}{10} \\ + \frac{4}{5} \\ \hline \end{array} \qquad \frac{4}{24} + \frac{4}{8} =$$

5.23

$$\begin{array}{r} 10\,\frac{3}{12} \\ + \frac{1}{4} \\ \hline \end{array} \qquad \begin{array}{r} 15\,\frac{5}{8} \\ + 6\,\frac{2}{16} \\ \hline \end{array} \qquad \frac{1}{6} + 18\,\frac{1}{3} =$$

5.24

$$\begin{array}{r} \frac{2}{4} \\ + \frac{1}{5} \\ \hline \end{array} \qquad \begin{array}{r} \frac{2}{10} \\ + \frac{1}{4} \\ \hline \end{array} \qquad \frac{6}{10} + \frac{1}{3} =$$

Pre-Post Test for Addition of Fractions con't.

$\boxed{5.25}$ $\begin{array}{r} 7\,\frac{1}{9} \\ +\ \frac{4}{6} \\ \hline \end{array}$ $\begin{array}{r} 41\,\frac{4}{8} \\ 37\,\frac{1}{5} \\ +\ \ \ \ \ \ \ \\ \hline \end{array}$ $16\,\frac{3}{9} + 6\,\frac{1}{2} =$

$\boxed{5.26}$ $\begin{array}{r} \frac{5}{6} \\ +\ \frac{3}{6} \\ \hline \end{array}$ $\begin{array}{r} \frac{10}{14} \\ +\ \frac{12}{14} \\ \hline \end{array}$ $\frac{15}{27} + \frac{15}{27} =$

$\boxed{5.27}$ $\begin{array}{r} 4\,\frac{5}{6} \\ 1\,\frac{3}{6} \\ +\ \ \ \ \ \ \ \\ \hline \end{array}$ $\begin{array}{r} 41\,\frac{11}{18} \\ 5\,\frac{11}{18} \\ +\ \ \ \ \ \ \ \\ \hline \end{array}$ $25\,\frac{18}{14} + 2\,\frac{10}{14} =$

$\boxed{5.28}$ $\begin{array}{r} \frac{4}{6} \\ +\ \frac{2}{3} \\ \hline \end{array}$ $\begin{array}{r} \frac{10}{18} \\ +\ \frac{6}{9} \\ \hline \end{array}$ $\frac{8}{20} + \frac{4}{5} =$

$\boxed{5.29}$ $\begin{array}{r} \frac{2}{4} \\ +\ \frac{2}{3} \\ \hline \end{array}$ $\begin{array}{r} \frac{8}{10} \\ +\ \frac{4}{5} \\ \hline \end{array}$ $\frac{4}{6} + \frac{6}{8} =$

Pre-Post Test for Addition of Fractions con't.

5.3

$$\begin{array}{r} 4\,\frac{5}{8} \\ +\ \frac{5}{8} \\ \hline \end{array} \qquad \begin{array}{r} \frac{16}{18} \\ 32\,\frac{11}{18} \\ +\ \frac{}{18} \\ \hline \end{array} \qquad 72\,\frac{11}{15} + 8\,\frac{14}{15} =$$

5.31

$$\begin{array}{r} 10\,\frac{9}{12} \\ 27\,\frac{3}{4} \\ +\ \\ \hline \end{array} \qquad \begin{array}{r} 67\,\frac{6}{9} \\ +\ \frac{2}{3} \\ \hline \end{array} \qquad 13\,\frac{6}{12} + 27\,\frac{16}{24} =$$

5.32

$$\begin{array}{r} 7\,\frac{6}{9} \\ 8\,\frac{4}{6} \\ +\ \\ \hline \end{array} \qquad \begin{array}{r} 3\,\frac{2}{4} \\ 46\,\frac{3}{5} \\ +\ \\ \hline \end{array} \qquad 35\,\frac{2}{3} + 8\,\frac{6}{8} =$$

Pre-Post Test for Subtraction of Fractions Name____________________

5.4 $\begin{array}{r}\frac{3}{8}\\ -\frac{1}{8}\\ \hline\end{array}$ $\begin{array}{r}\frac{5}{6}\\ -\frac{1}{6}\\ \hline\end{array}$ $\frac{14}{32} - \frac{6}{32} =$

5.41 $\begin{array}{r}12\frac{4}{9}\\ 8\frac{1}{9}\\ -\phantom{8\frac{1}{9}}\\ \hline\end{array}$ $\begin{array}{r}16\frac{5}{6}\\ -\frac{2}{6}\\ \hline\end{array}$ $24\frac{9}{16} - 9\frac{3}{16} =$

5.42 $\begin{array}{r}6\\ -\frac{2}{4}\\ \hline\end{array}$ $\begin{array}{r}15\\ -\frac{3}{6}\\ \hline\end{array}$ $17 - \frac{12}{15} =$

5.43 $\begin{array}{r}\frac{4}{6}\\ -\frac{1}{3}\\ \hline\end{array}$ $\begin{array}{r}\frac{6}{9}\\ -\frac{1}{3}\\ \hline\end{array}$ $\frac{4}{5} - \frac{4}{20} =$

5.44 $\begin{array}{r}8\frac{6}{15}\\ -\frac{1}{5}\\ \hline\end{array}$ $\begin{array}{r}15\frac{1}{4}\\ -9\frac{1}{12}\\ \hline\end{array}$ $2\frac{8}{9} - \frac{5}{45} =$

Pre-Post Test for Subtraction of Fractions con't.

5.45 $\begin{array}{r}\frac{4}{6}\\ -\ \frac{1}{9}\\ \hline\end{array}$ $\begin{array}{r}\frac{5}{6}\\ -\ \frac{2}{8}\\ \hline\end{array}$ $\frac{3}{5} - \frac{2}{8} =$

5.46 $\begin{array}{r}16\ \frac{1}{8}\\ 8\ \frac{2}{6}\\ -\ \ \ \ \\ \hline\end{array}$ $\begin{array}{r}62\ \frac{9}{15}\\ 45\ \frac{1}{2}\\ -\ \ \ \ \\ \hline\end{array}$ $5\ \frac{1}{2} - 3\ \frac{1}{5} =$

5.47 $\begin{array}{r}8\ \frac{2}{8}\\ -\ \frac{4}{8}\\ \hline\end{array}$ $\begin{array}{r}5\ \frac{3}{12}\\ 4\ \frac{5}{12}\\ -\ \ \ \ \\ \hline\end{array}$ $7\ \frac{4}{10} - 2\ \frac{8}{10} =$

5.48 $\begin{array}{r}8\ \frac{2}{6}\\ -\ \frac{2}{3}\\ \hline\end{array}$ $\begin{array}{r}9\ \frac{2}{8}\\ 7\ \frac{3}{4}\\ -\ \ \ \ \\ \hline\end{array}$ $18\ \frac{2}{36} - 17\ \frac{4}{9} =$

5.49 $\begin{array}{r}18\ \frac{2}{4}\\ -\ \frac{2}{3}\\ \hline\end{array}$ $\begin{array}{r}36\ \frac{2}{8}\\ 12\ \frac{2}{6}\\ -\ \ \ \ \\ \hline\end{array}$ $38\ \frac{3}{6} - \frac{4}{5} =$

Pre-Post Test for Multiplication of Fractions Name ____________________

5.6

$\frac{3}{4} \times \frac{2}{4} =$ $\frac{5}{10} \times \frac{5}{10} =$ $\frac{7}{8} \times \frac{2}{8} =$

5.61

$\frac{2}{3} \times \frac{1}{2} =$ $\frac{7}{8} \times \frac{2}{5} =$ $\frac{3}{8} \times \frac{5}{6} =$

5.62

$5 \times \frac{2}{12} =$ $6 \times \frac{3}{36} =$ $7 \times \frac{4}{30} =$

5.63

$3 \times \frac{2}{4} =$ $4 \times \frac{3}{9} =$ $5 \times \frac{4}{15} =$

5.64

$\frac{4}{10} \times 2 =$ $\frac{6}{30} \times 3 =$ $\frac{4}{32} \times 7 =$

5.65

$\frac{5}{6} \times 2 =$ $\frac{4}{8} \times 9 =$ $\frac{6}{9} \times 9 =$

Pre-Post Test for Multiplication of Fractions con't.

$\boxed{5.66}$

$4\frac{2}{4} \times \frac{1}{4} =$ $3\frac{2}{6} \times \frac{5}{6} =$ $\frac{5}{6} \times 6\frac{1}{6} =$

$\boxed{5.67}$

$6\frac{2}{4} \times \frac{4}{6} =$ $7\frac{6}{10} \times \frac{1}{3} =$ $\frac{2}{4} \times 3\frac{3}{9} =$

$\boxed{5.68}$

$2\frac{2}{15} \times \frac{5}{15} =$ $\frac{1}{8} \times 5\frac{2}{8} =$ $\frac{2}{4} \times 1\frac{1}{4} =$

$\boxed{5.69}$

$4\frac{1}{3} \times \frac{3}{15} =$ $6\frac{2}{10} \times \frac{2}{25} =$ $\frac{1}{7} \times 6\frac{3}{10} =$

$\boxed{5.7}$

$3\frac{1}{6} \times 5\frac{3}{6} =$ $2\frac{2}{12} \times 5\frac{4}{12} =$ $7\frac{4}{30} \times 1\frac{14}{30} =$

$\boxed{5.71}$

$5\frac{1}{3} \times 4\frac{3}{4} =$ $10\frac{2}{5} \times 1\frac{1}{9} =$ $3\frac{2}{5} \times 6\frac{4}{6}$

Pre-Post Test for Division of Fractions Name____________________

5.8

$\frac{1}{4} \div \frac{2}{4} =$ $\frac{1}{3} \div \frac{2}{3} =$ $\frac{2}{15} \div \frac{7}{15} =$

5.81

$\frac{5}{6} \div \frac{3}{6} =$ $\frac{7}{10} \div \frac{6}{10} =$ $\frac{8}{9} \div \frac{3}{9} =$

5.82

$\frac{2}{8} \div \frac{3}{4} =$ $\frac{3}{4} \div \frac{6}{8} =$ $\frac{3}{12} \div \frac{1}{3} =$

5.83

$\frac{5}{6} \div \frac{2}{3} =$ $\frac{5}{6} \div \frac{2}{3} =$ $\frac{2}{5} \div \frac{6}{16} =$

5.84

$\frac{4}{6} \div 4 =$ $\frac{6}{8} \div 10 =$ $\frac{2}{12} \div 16 =$

5.85

$2\frac{5}{8} \div 3\frac{3}{6} =$ $4\frac{4}{5} \div 6\frac{2}{5} =$ $6\frac{4}{10} \div 7\frac{6}{10} =$

Pre-Post Test for Division of Fractions con't. 2

5.86

$8\frac{2}{5} \div 4\frac{4}{5} =$ $6\frac{4}{12} \div 2\frac{2}{4} =$ $2\frac{5}{15} \div 1\frac{10}{15} =$

5.87

$3\frac{3}{4} \div 11\frac{1}{2} =$ $1\frac{2}{4} \div 5\frac{2}{6} =$ $8\frac{2}{6} \div 12\frac{2}{3} =$

5.88

$10\frac{1}{2} \div 4\frac{2}{7} =$ $6\frac{2}{3} \div 2\frac{4}{8} =$ $7\frac{1}{3} \div 2\frac{4}{5} =$

5.89

$5\frac{2}{5} \div 6 =$ $2\frac{1}{2} \div 5 =$ $10\frac{2}{7} \div 12 =$

5.9

$4\frac{2}{5} \div 2 =$ $7\frac{1}{3} \div 6 =$ $12\frac{1}{2} \div 5 =$

5.91

$4 \div 6\frac{2}{5} =$ $5 \div 6\frac{2}{10} =$ $18 \div 20\frac{2}{6} =$

Pre-Post Test for Division of Fractions con't. 3

$\boxed{5.92}$

$10 \div 8\frac{2}{5} =$ $8 \div 2\frac{2}{4} =$ $6 \div 4\frac{4}{10} =$

$\boxed{5.93}$

$1 \div 4\frac{1}{4} =$ $4 \div 1\frac{2}{9} =$ $1 \div 7\frac{1}{2} =$

$\boxed{5.94}$

$4\frac{1}{4} \div \frac{2}{4} =$ $5\frac{5}{6} \div \frac{3}{6} =$ $1\frac{5}{8} \div \frac{3}{8} =$

$\boxed{5.95}$

$\frac{2}{5} \div 2\frac{2}{3} =$ $\frac{2}{6} \div 8\frac{2}{3} =$ $\frac{2}{7} \div 5\frac{1}{3} =$

$\boxed{5.96}$

$2\frac{5}{6} \div \frac{1}{2} =$ $4\frac{4}{7} \div \frac{8}{10} =$ $6\frac{2}{3} \div \frac{2}{5} =$

Placement Test for Subtraction of Decimals Name________________________

$\boxed{6.2}$	$\begin{array}{r} .6 \\ \underline{-\ .4} \end{array}$	$\begin{array}{r} 6.0 \\ \underline{-\ 4.4} \end{array}$	87.6 - 68.7
$\boxed{6.21}$	$\begin{array}{r} .92 \\ \underline{-\ .63} \end{array}$	$\begin{array}{r} 14.96 \\ \underline{-\ 5.73} \end{array}$	15.602 - 4.403 =
$\boxed{6.22}$	$\begin{array}{r} 26.31 \\ \underline{-\ 14.7} \end{array}$	$\begin{array}{r} 463.14 \\ \underline{-76.4} \end{array}$	106.103 - 14.16 =
$\boxed{6.23}$	2 - .6 =	64.7 - 18 =	$\begin{array}{r} 630 \\ \underline{-\ 42.73} \end{array}$

Placement Test for Multiplication of Decimals Name________________

$\boxed{6.3}$	$\begin{array}{r} .4 \\ \underline{\times\ 2} \end{array}$	$\begin{array}{r} 50 \\ \underline{\times\ .7} \end{array}$	6.4 x 5 =
$\boxed{6.31}$	$\begin{array}{r} 15 \\ \underline{\times\ .05} \end{array}$	$\begin{array}{r} 376 \\ \underline{\times\ .35} \end{array}$	.96 x 407 =
$\boxed{6.32}$	$\begin{array}{r} .4 \\ \underline{\times\ .5} \end{array}$	$\begin{array}{r} 6.2 \\ \underline{\times\ 1.8} \end{array}$	9.3 x 50.2
$\boxed{6.33}$	$\begin{array}{r} .27 \\ \underline{\times\ 1.3} \end{array}$	$\begin{array}{r} .35 \\ \underline{\times\ .70} \end{array}$	.623 x .42 =
$\boxed{6.34}$	$\begin{array}{r} .3 \\ \underline{\times\ .02} \end{array}$	$\begin{array}{r} .007 \\ \underline{\times\ \ \ .2} \end{array}$	.009 x .008 =

Placement Test - Division of Decimals Name______________________________

6.4	$2.\overline{)\,.8}$	$5\overline{)10.5}$	78.4 ÷ 8 =
6.41	$33\overline{)82.5}$	$34\overline{)2.856}$	1.623 ÷ 15 =
6.42	$.5\overline{)1.5}$	$.8\overline{)3.28}$	1.694 ÷.4 =
6.43	$.15\overline{)2.25}$	$.96\overline{)1.783}$	1.067 ÷ .11 =
6.44	$.6\overline{)12}$	$.5\overline{)1835}$	963 ÷ .3 =
6.45	$.16\overline{)14}$	$.21\overline{)345}$	483 ÷ .21 =

Indicate how the first word in each column should be alphabetized by drawing an arrow to the place where it belongs.

4

P

0. a—*Mirabel, A.A.*
b—Major, Edith
c—Mehiji, Elvira
d—Miller, Anna
e—Moskowitz, Sam

1. a—*Knefelkamp, A.*
b—Katten, Joan
c—Kaufman, Sue
d—Kobb, Gary W.
e—Koch, Arthur

2. a—*Leask, John A.*
b—Lawrence, J.
c—Leimert, F.
d—Leonard, T.
e—Little, Kathy

3. a—*Plocky, Sally*
b—Paratall, E.
c—Park Center
d—Pfizer, Max
e—Phillips, M.

4. a—*Weeks, Wm.*
b—Weedmark, N.
c—Weinfeld, M.
d—Wheaton, Alice
e—Wilson, Bud

5. a—*Hedderly, Dan*
b—Heel, T.W.
c—Hegstrom, I.
d—Hicks Realty Co.
e—Hillcrest Club

6. a—*Weible, John F.*
b—Weber, Mazie
c—Wedeen Bureau
d—Weightman, Z.
e—Whyte Can Co.

7. a—*Bodzin, Sam*
b—Bodery, K.L.
c—Bodger, Betsy
d—Boether, A.K.
e—Bostic, Gail

8. a—*Aabye, Carla*
b—A-Auto Co.
c—A-B Dick Co.
d—A Z A Corp.
e—Azusa, City of

9. a—*Dalton, Mabel*
b—Dale College
c—Dale, E.J.
d—Dale, Edward
e—Dalton, N.W.

10. a—*Robinson, Frank*
b—Roar Art Co.
c—Robby the Kid
d—Robinson, F.S.
e—Rod's Diner

11. a—*Queen, Elsie*
b—Queen of Angels
c—Queens Cafe
d—Quezada, Ric
e—Quick, Wally

12. a—*Farris, Ray*
b—Farmer's Market
c—Farnum, Michele
d—Farnworth, M.K.
e—Farquhar Drugs

13. a—*Omgeg, Alan*
b—Omega Bus Co.
c—O'Mc[illegible]ny, A.
d—O'Neill, Diane T.
e—Ortiz, H.R.

14. a—*Ingelido, Pat*
b—Ingels-Way Co.
c—Ingelwax, City of
d—Ingram, Doris
e—Ino, Joseph P.

15. a—*Ploessel, H.*
b—Plank Oats Co.
c—Plank Steak Co.
d—Plasterers' Union
e—Ploenzke, V.A.

16. a—*Zampelli, C.*
b—Zalkus, Ava
c—Zaremski, B.H.
d—Zauzig, Roberto
e—Zebbs, Carolyn

17. a—*Klean, Ken*
b—Kenner, Hal
c—Kiki's Salon
d—Klein, Norma
e—Kline, Bernice

18. a—*Dieu, Thomas*
b—Davis, Betty J.
c—de Castro, M.P.
d—Dee, D.D.
e—Dieudonne, Patti

19. a—*Somogyi, Jean*
b—St. Louis Mart
c—Snyder, Fred W.
d—Sobel, Jose P.
e—Sommers, R.W.

20. a—*Garcia, Felix*
b—Garcia, Felix B.
c—Garcia, Fern
d—Gati, Marcia
e—Gavron Bakery

21. a—*Morrissey, W.*
b—Moore, Alice F.
c—More, F.W.
d—Moreland, H.P.
e—Morris Radio Co.

22. a—*VanGrove, Sam*
b—Vandruff, Buddy
c—Van Dusen, M.J.
d—Van Horne, Ann
e—Vanwick Ebron Co.

23. a—*Asher, Henry*
b—Asato, Ernest H.
c—Atlas Bulb Co.
d—Avery, Rose Ann
e—Avon, Marilyn

24. a—*Dige, Anine*
b—Dick's Services
c—Dickson Press
d—Dixon, A.K.L.
e—Dota, Bonnie

25. a—*Twombley, I.*
b—Tulsa, City of
c—Tupper Housing
d—Turner, Jack
e—Tye, Genevieve

26. a—*Oquinn, H.*
b—O'Hara, Maude
c—Ohta, S.J.
d—Old Maid Tissues
e—Op's Motel

27. a—*Day, Kathy*
b—Dakers, Jane F.
c—Day Sales Corp.
d—Dayton, Laura T.
e—Decor Florists

28. a—*Udkoff, Bob*
b—Udkoff, Robert
c—Ullmann, Dolly
d—Underwood Corp.
e—U.S. Government

29. a—*Twedell, Ann*
b—T W A Inc.
c—Twain, Mark
d—Tweedell, M.K.
e—Tye, K.

30. a—*Czerlay, Frank*
b—The Cloisters
c—Continental Co.
d—Cox, Frank K.
e—Cronin, Pamela

31. a—*Llewellyn, V.*
b—Liewellyn, R.F.
c—Lloyd, Jay M.
d—Long, Nancy
e—Lopez, Frank

32. a—*Zyzz, Ricardo*
b—Zurn, Marilyn
c—Zwirn Agency
d—Zywiail, Abe
e—Zzzzzz Service

33. a—*Urioste, James*
b—Urioste, J.B.
c—Urista, Maribeth.
d—Useem, Nicely
e—Usher, Fagan

34. a—*Glaviano, Fay*
b—Glass, Dolores
c—Glasser, Ralph
d—Glaut's Bakery
e—Glavecke, Toni

35. a—*Ellis, Richard*
b—Ellis Island
c—Ellsworth, Ann
d—Ellwood Refinery
e—Elm, Nellie

36. a—*Franklin, Peter*
b—Frank, Lane
c—Franklyn, P.
d—Franzen Tires
e—Frazer, Art

37. a—*Xydias, Marie*
b—Xanders Corp.
c—Xanthos, H.
d—Xilas, Mike
e—Xylos, Xavier

38. a—*Psomas, George*
b—Psaris, Jane
c—Psi Omega
d—Psychic, Inc.
e—Psychology, Inc.

39. a—*Yboma, Charles*
b—Yaffey, Nell
c—Ybarra, Babe
d—Ycedo, Ruby
e—Yeager, Emily

40. a—*Maxson, Eva*
b—Mattison, Inc.
c—Maucer, Frieda
d—Maxfield, Susan
e—Maxie, Mamie

41. a—*Brayton, Carol*
b—Bravo, Bing
c—Brawer, King
d—Brayard Store
e—Brazell, Jean

42. a—*Dmytryk, Arthur*
b—D'Mar Virginia
c—Doakes, Job
d—Doaks, Richard
e—Dobie, Debbie

43. a—*Veenstra, Magda*
b—Veenstra Mf.
c—Vega, Ethel K.
d—Veiga, Jerry
e—Veil of Tears

44. a—*Senechal, Rose*
b—Senecal, Anne
c—Senechal, R.S.
d—Senefield, Tom
e—Senegal, Louise

45. a—*Ickes, Bernard*
b—Ice Capades Inc.
c—Ickovitz, G.
d—Iddings, Julian
e—Ide, Theodora

46. a—*Beckerlegge, B.*
b—Beck Hardware
c—Beckett, Carol
d—Beckman, Maria
e—Beckstrom, Carl

47. a—*Osvald, Arthur*
b—Ostrander, Ida
c—Ostroiv, Larry
d—O'Sullivan, M.
e—Oswald, A.K.

48. a—*Munk, Elsie*
b—Munich, George
c—Muniz, Alfredo
d—Munn, Ricardo
e—Munn, Roberta

49. a—*Deschler, H.*
b—Deschner, H.
c—Deseran, J.J.
d—Desert Hotel
e—Desi, Stewart

50. a—*Maudlick, Abe*
b—Mau, Yeiko
c—Mauck, Frances
d—Maudin, Carl
e—Maudlin, Leo

CLASS ______________________________ NAME ______________________________

FILING IN AN AGRICULTURAL OFFICE

The business papers listed on the left are to be filed in the files listed on the right. Match each paper to the correct file by placing the letter of the paper by the file it belongs in.

a. Job application

b. Contract from Del Monte to buy the farmers peaches

c. This months gasoline and oil bill (paid)

d. Copy of an employee's insurance claim

e. Receipt for fertilizer that was purchased

f. This weeks time cards

g. Publication on growing peaches

h. Receipt for peach grading

i. Receipt for tractor repairs

j. Copy of a report of an on the job accident - covered by Workmans Comp.

k. Pesticide Use Permit from Stanislaus County

l. Receipt from Del Monte for the peaches delivered to the cannery today

m. Receipt for truck parts that were purchased

n. Receipt for 50 peach trees that were purchased

o. Receipt for pesticides that were purchased

p. This months electric bill (paid)

q. This months irrigation bill (paid)

r. The harvesting equipment maintenance record

s. Insurance premium bill (paid)

t. Burn permit from Stanislaus County

____ 1. Contracts (Crops)

____ 2. Crop Production Records

____ 3. Equipment Records

EXPENSES:

____ 4. -Fertilizer

____ 5. -Gas & Oil

____ 6. -Grading (peaches)

____ 7. -Insurance

____ 8. -Irrigation

____ 9. -Parts

____ 10. -Pesticides

____ 11. -Repairs

____ 12. -Trees

____ 13. -Utilities

____ 14. Insurance Records

____ 15. Payroll Records

PERMITS:

____ 16. -Burning

____ 17. -Pesticides

____ 18. Personnel Records

____ 19. Publications (Ag.)

____ 20. Workmans Compensation Records

KEY TO

FILING IN AN AGRICULTURAL OFFICE

The business papers listed on the left are to be filed in the files listed on the right. Match each paper to the correct file by placing the letter of the paper by the file it belongs in.

a. Job application

b. Contract from Del Monte to buy the farmers peaches

c. This months gasoline and oil bill (paid)

d. Copy of an employee's insurance claim

e. Receipt for fertilizer that was purchased

f. This weeks time cards

g. Publication on growing peaches

h. Receipt for peach grading

i. Receipt for tractor repairs

j. Copy of a report of an on the job accident - covered by Workmans Comp.

k. Pesticide Use Permit from Stanislaus County

l. Receipt from Del Monte for the peaches delivered to the cannery today

m. Receipt for truck parts that were purchased

n. Receipt for 50 peach trees that were purchased

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r. The harvesting equipment maintenance record

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B 1. Contracts (Crops)

L 2. Crop Production Records

R 3. Equipment Records

EXPENSES:

E 4. -Fertilizer

C 5. -Gas & Oil

H 6. -Grading (peaches)

S 7. -Insurance

Q 8. -Irrigation

M 9. -Parts

O 10. -Pesticides

I 11. -Repairs

N 12. -Trees

P 13. -Utilities

D 14. Insurance Records

F 15. Payroll Records

PERMITS:

T 16. -Burning

K 17. -Pesticides

A 18. Personnel Records

G 19. Publications (Ag.)

J 20. Workmans Compensation Records

VESL LESSON PLAN **CLASS** ESl/AG Secretary-Bookkeeper **WEEK #** 10

1) LESSON TOPICS:
ESL

Introduction of Standard Office Terms, Equipment and Objects

VOC

New Keys: "4, 5, 6 and 7"; Typing for Speed; Filing Review; Math; and Typing of Standard Office Terms and Brandnames

b

2) BEHAVIORAL OBJECTIVES:
ESL

--To identify business terms, office equipment and supplies.

VOC

--To increase typing speed, recite filing rules and apply and spell numbers, (simple addition and subtraction).
--To type four numbers accurately.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)
ESL

Give handout with labeled objects. Pronounce the name of each object. Hold up the actual object. Have the students identify the objects using the handouts and the actual object. have the students break into small groups, and drill each other on the objects. (Teacher and aide monitor each group.) Last 20 minutes give out unlabeled handout and have students label each object. Correct unlabled handout.

(Time-55 minutes)

EVALUATION: Unlabeled handout. Students should fill in the unlabeled handout with 90% accuracy.

(OBJECTIVES, continued) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 10

VOC

Typing - 20 minutes:
5 minutes Allow for warm-up. Review previous letters.
10 minutes Work on speed: 20-second writings, 1-minute writings and 3-minute writings. Practice new keys; "4, 5, 6, 7".

Filing - 10 minutes:
Demonstrate then have students file previously-prepared cards. Check for accuracy. Have students return cards.

Math - 45 minutes:
Ask students to spell numbers. (Practice for checkwriting.) Have students add numbers with decimals in them. Make sure they line decimals up. Do the same with subtraction. Stress lining up decimals.

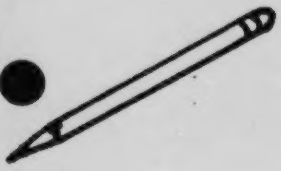
4) **NEW VOCABULARY:** Less than, more than, subtract, pencils, ruler, thumb tack, stamp, pen, desk, paper, telephone, letter, envelope, folder, tape, file cabinet, scissors, stapler, staples. (Some of these are a review.)

5) **MATERIALS NEEDED:**

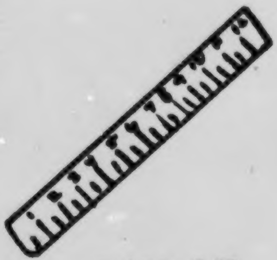
Actual office objects listed on handout, index cards, math problems, typing paper

6) **LESSON EVALUATION:**

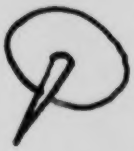
Filing cards took longer than expected. Most students have good math skills as far as adding and subtracting go.



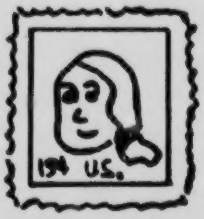
PENCIL



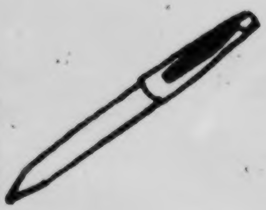
RULER



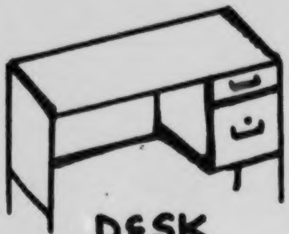
THUMB TACK



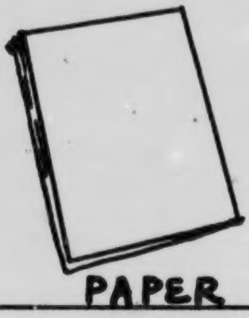
STAMP



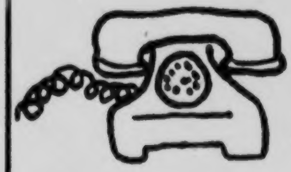
PEN



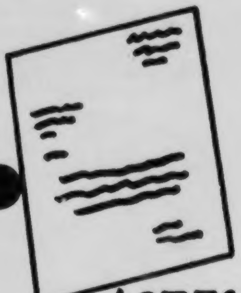
DESK



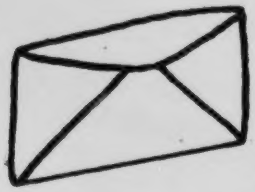
PAPER



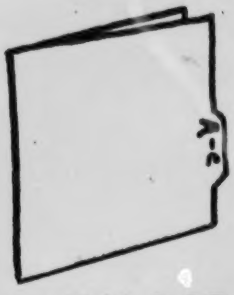
TELEPHONE



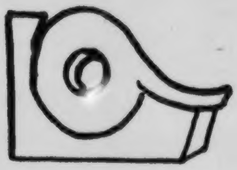
LETTER



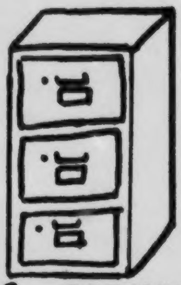
ENVELOPE



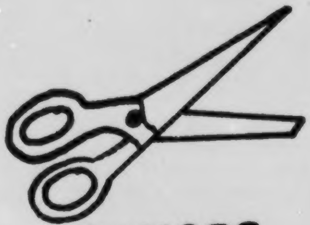
FOLDER



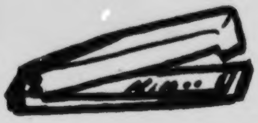
TAPE



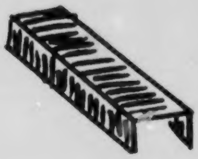
FILE CABINET



SCISSORS



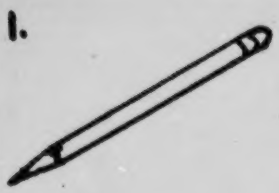
STAPLER



STAPLES

OFFICE SUPPLIES

1.



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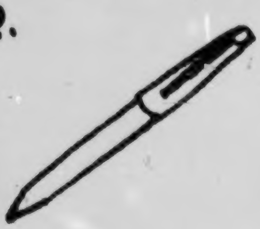

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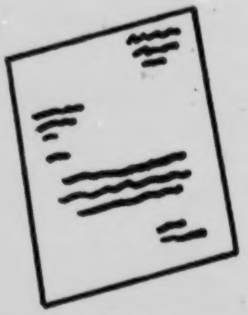

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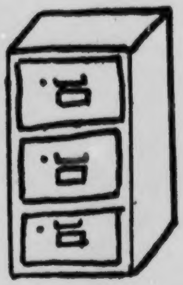

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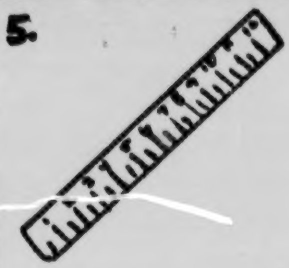

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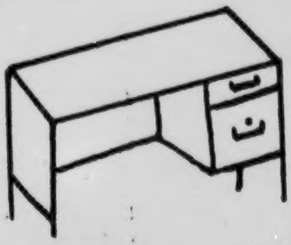

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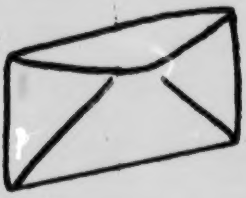

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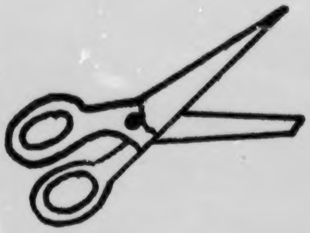

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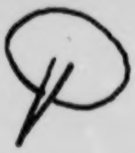

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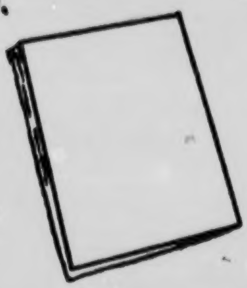

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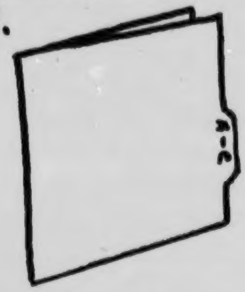

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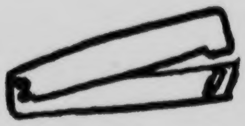

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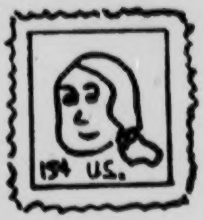

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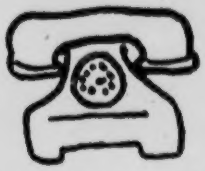

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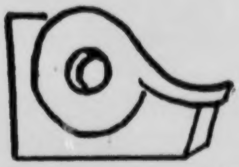

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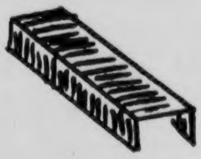


1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

11. ____________________

12. ____________________

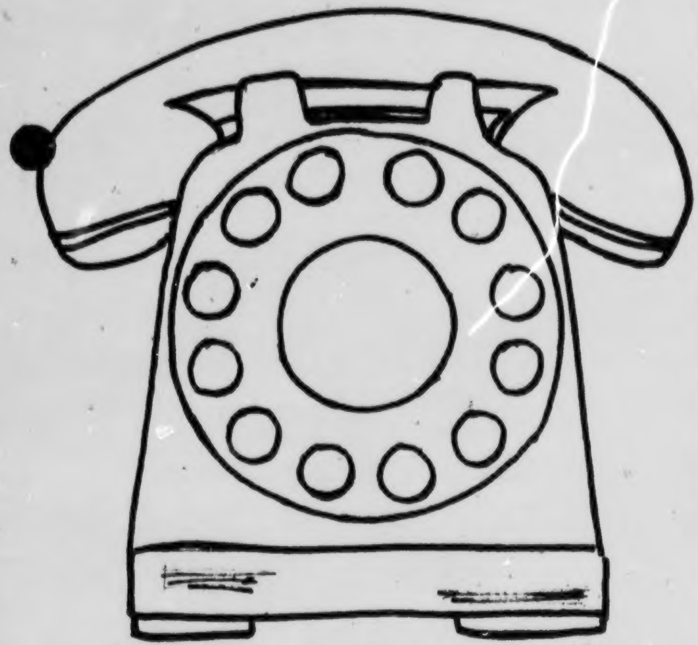
13. ____________________

14. ____________________

15 ____________________

16. ____________________

YOUR NAME: _______________



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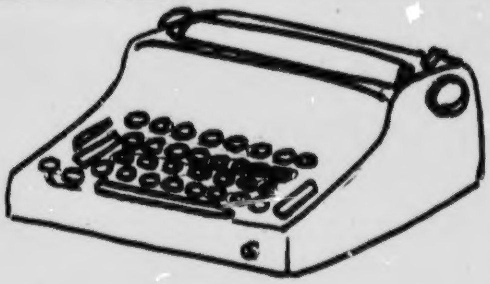

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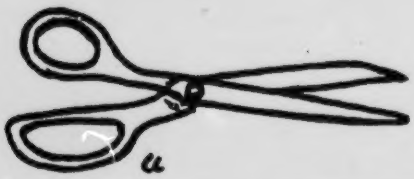

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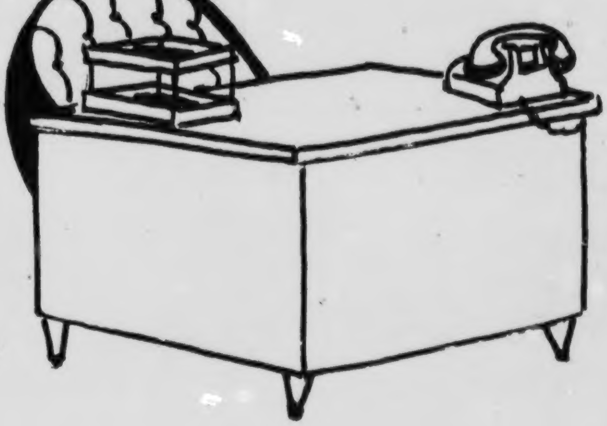

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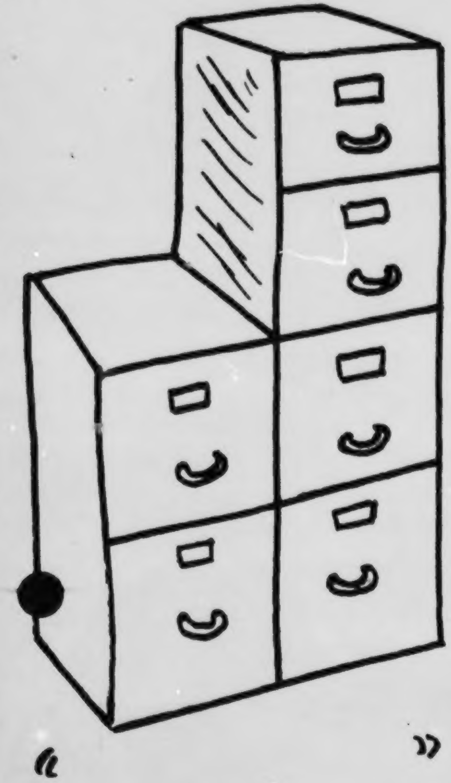

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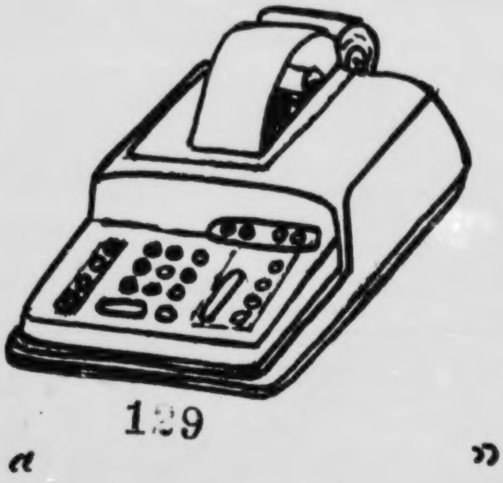

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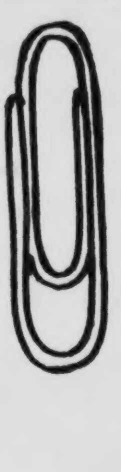

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VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 11

1) LESSON TOPICS:

ESL

Identification of Specific Farm Equipment and Vernacular (Shop Talk)

VOC

New Keys: "3, 2, 1, 8, 9", Typing of Farm Equipment Names and Vernacular Agricultural Terms; Decimals in Multiplication

2) BEHAVIORAL OBJECTIVES:

ESL

--To identify in writing and by pointing to the pictures of specific farm equipment.
--To explain what is meant upon hearing names and terms (vernacular)

VOC

--To work on speed.
--To do multiplication and division problems.
--To work on percent (%), (for later use in discounts and extensions on invoices).
--To type five new numbers accurately.
--To type names of farm equipment and vernacular.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

Hand out sheet with pictures of farm equipment. Go through sheet verbally and pronounce the names of the equipment. Have students write names on notepaper after careful pronunciation. Explain what the equipment does and write by the pictures what the equipment does. Ask class, for brandnames, proper names of crops, and other farm-related items referred to by commercial name.

EVALUATION: Observe student's ability to correctly identify equipment and pronounce the names of each and commercial names (i.e., John Deere).

(OBJECTIVES, continued) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 11

VOC

Typing 30 minutes:

5 minutes Start with warm-up. Review all letters.
10 minutes Locate "3, 2, 1, 8, 9". Give time to type lines with those new keys.
15 minutes Drill to push for speed. Use 1-minute and 2-minute writings.

Have students type names of various farm equipment and vernacular terms identified in ESL lesson. Examples of Vernacular Agricultural Terms:

- Irrigate
- Cultivate
- Fertilizer
- Pesticide -
  parathion, Malthian
- Massey-Ferguson - Tractor
- Almonds
- Apricots
- Orchard
- Harvest
- Disc
- Crops
- Freestone - peach
- Cling - peach
- John Deere - Tractor
- Walnuts
- Row Crops
- Acre(s)

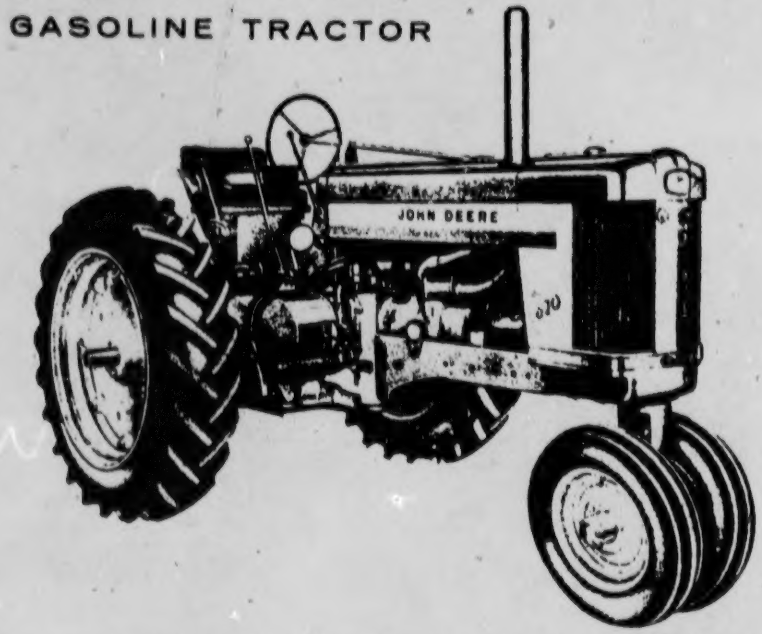
Math - 45 minutes:
Give students problems in multiplication. Use numbers with decimals. Make sure they understand what to do about decimals in the answer. Round off to two decimal places (as in money $2.756 = $2.76). If the third number is 4 or less drop it, if it is larger than 4 round up. Give examples of invoices on board: 5 boxes @ $3.50 each = ?. Give division problems with decimals. Check in class. Give examples of per cent (%) and work some on board.

4) NEW VOCABULARY:
@, discount invoice terms: 2/10, 71/30; rounding off

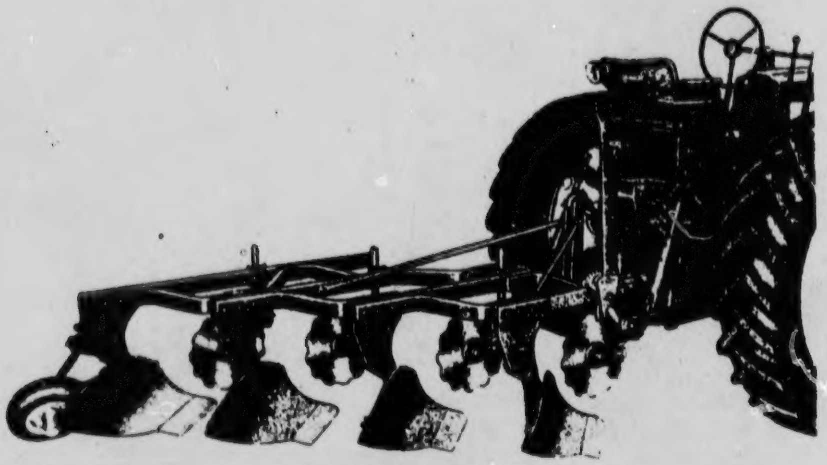
5) MATERIALS NEEDED:
Math problems, typing paper, handouts with pictures of farm equipment

6) LESSON EVALUATION:
No problems except for division with decimals. Should work on this more next time.

THE GASOLINE TRACTOR

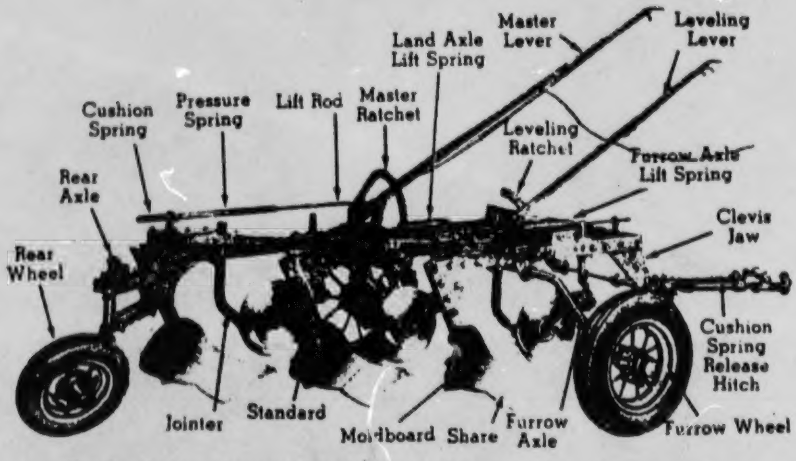

JOHN DEERE
70

–The adjustable, rear-wheel-tread, general-purpose tractor with gasoline-burning engine.



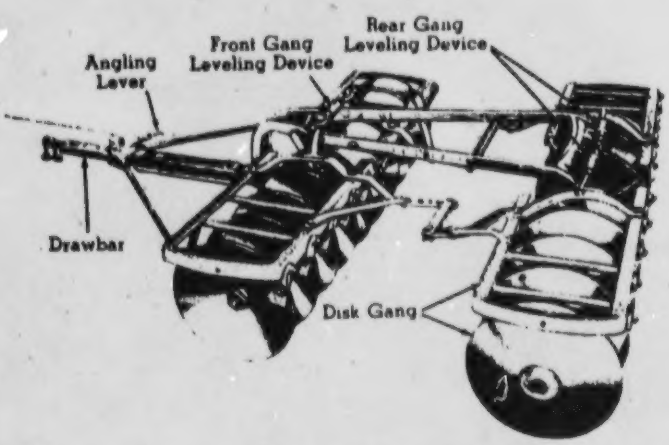
–Four-bottom integral plow attached to universal 3-point hitch of general-purpose tractor.

MOLDBOARD PLOWS

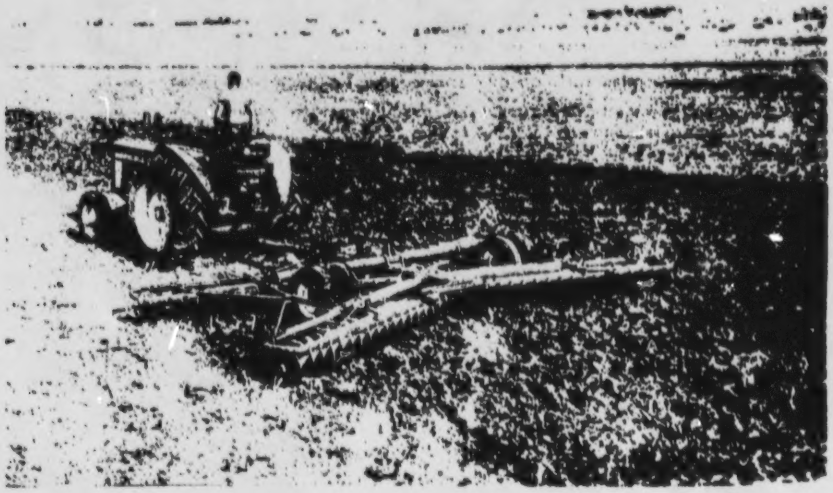

Land Axle Lift Spring
Master Lever
Leveling Lever
Cushion Spring
Pressure Spring
Lift Rod
Master Ratchet
Leveling Ratchet
Furrow Axle Lift Spring
Rear Axle
Clevis Jaw
Rear Wheel
Cushion Spring Release Hitch
Jointer
Standard
Moldboard
Share
Furrow Axle
Furrow Wheel

–The three-bottom, drawn-type tractor plow with its important parts designated.

DISK HARROWS

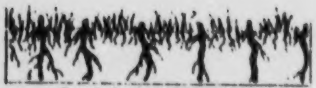

Rear Gang
Leveling Device
Front Gang
Leveling Device
Angling
Lever
Drawbar
Disk Gang

—The four-gang disk harrow with principal parts designated; shown in transport position.

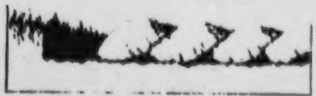


—The big-capacity, 21-foot, wheel-type, 4-gang disk harrow shown behind a standard-tread tractor, covers as much as 125 acres a day. This equipment was photographed in Nebraska.

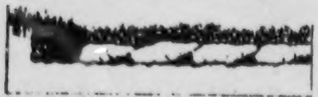
The Disk Harrow in the Type and Style Best Suited for Your Acreage Will Perform Efficiently in All Conditions When Correctly Adjusted, Properly Serviced



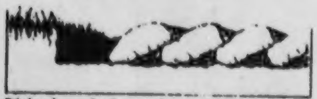
Sun-baked stubble land.



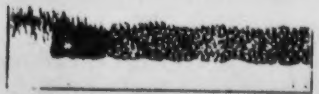
Plowed, but not disked.



Disked after plowed, but not before. Notice air spaces.



Disked and then plowed. Good contact with subsoil.

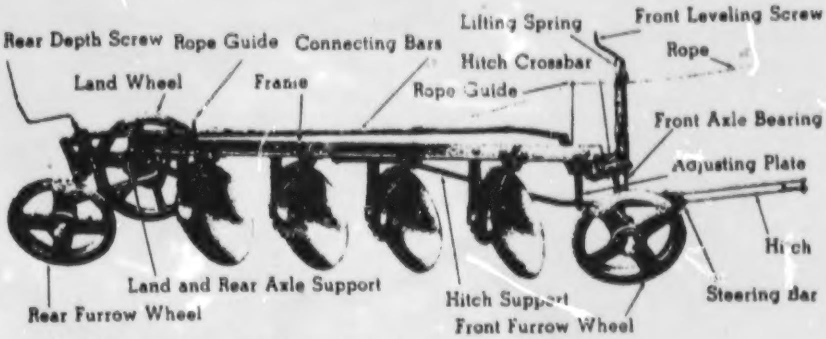


Disked before and after plowed. The ideal seedbed.

—Drawings at left illustrate the value of disking both before and after plowing.

DISK PLOWS

The Disk Plow, Efficient in Hard, Dry Soils . . . Loose Soils . . . Stony, Stumpy, Rooty Soils, Requires Careful Adjustment . . . Proper Hitch Setting for Best Work

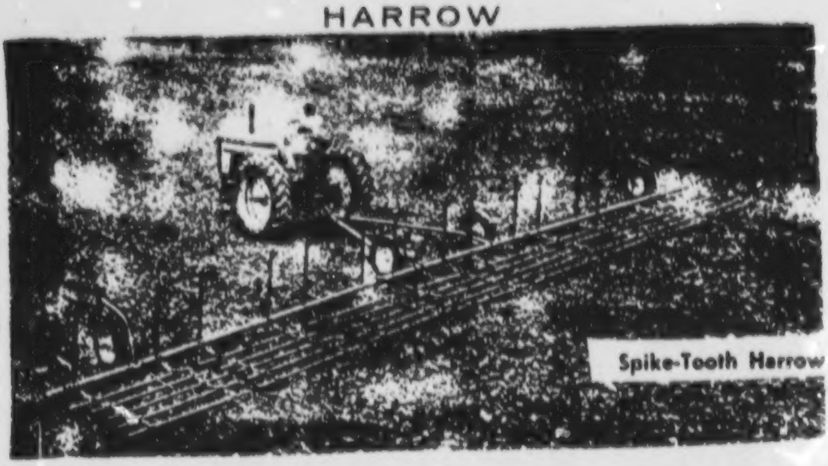


Lifting Spring
Front Leveling Screw
Rear Depth Screw
Rope Guide
Connecting Bars
Rope
Hitch Crossbar
Land Wheel
Frame
Rope Guide
Front Axle Bearing
Adjusting Plate
Hitch
Land and Rear Axle Support
Hitch Support
Steering Bar
Rear Furrow Wheel
Front Furrow Wheel

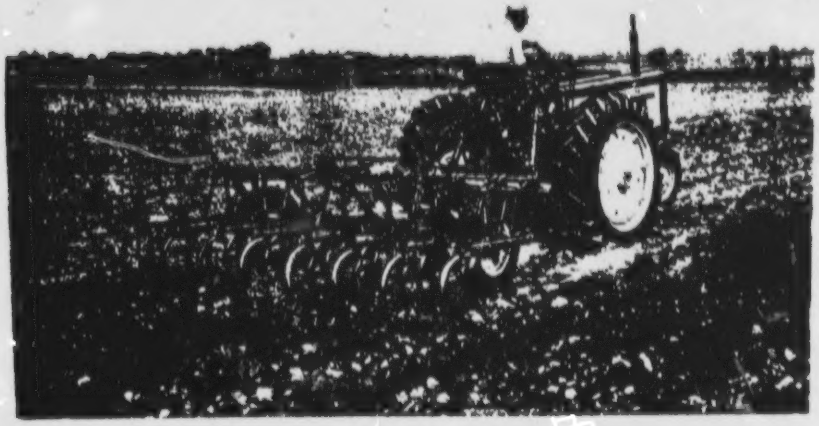
-The tractor-drawn disk plow with important parts designated.

—An integral three-furrow, two-way disk plow preparing a seedbed.

HARROW



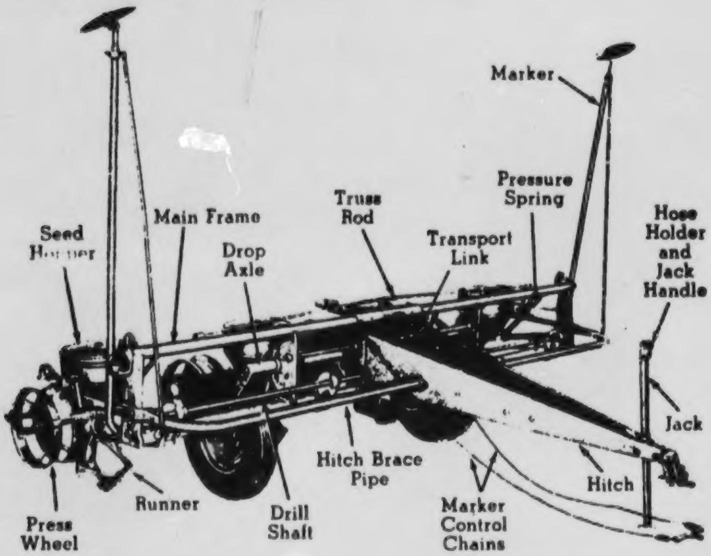
FIELD CULTIVATOR



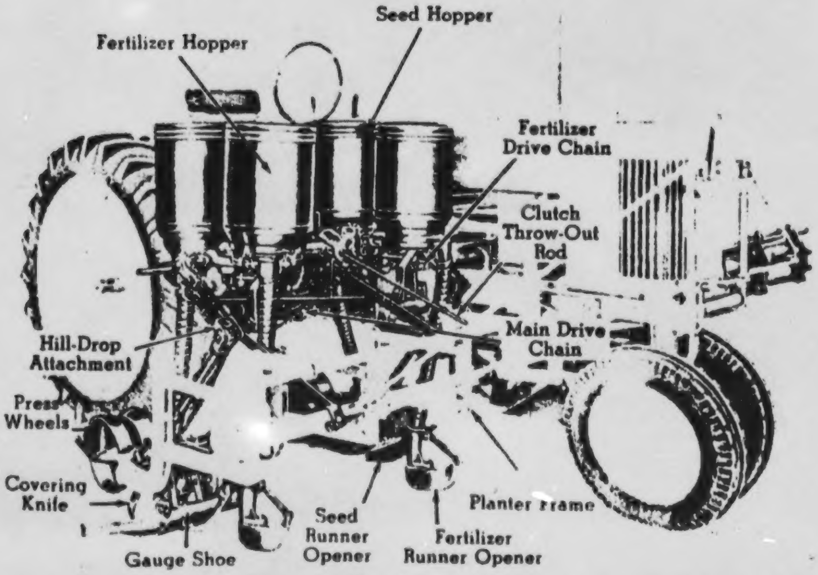
—The drawn-type field cultivator is ideal for seedbed preparation and renovating pasture

Finishing Seedbeds May Require a Spike-Tooth or Spring-Tooth Harrow, Field Cultivator, Tool Carrier, or Pulverizer, Depending on Your Farming Practice

CORN PLANTERS

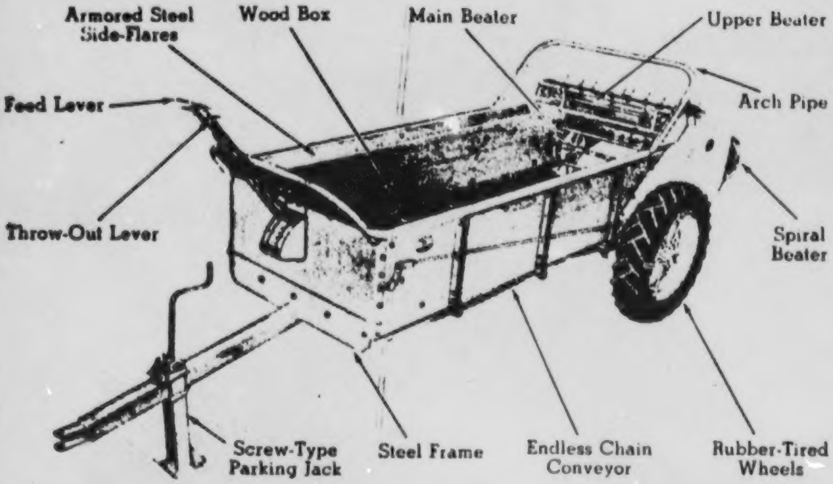

Marker
Pressure Spring
Truss Rod
Hose Holder and Jack Handle
Seed Hopper
Main Frame
Drop Axle
Transport Link
Jack
Hitch Brace Pipe
Hitch
Runner
Drill Shaft
Marker Control Chains
Press Wheel

-The four-row, drawn-type corn planter with the principal parts named.


Seed Hopper
Fertilizer Hopper
Fertilizer Drive Chain
Clutch Throw-Out Rod
Main Drive Chain
Hill-Drop Attachment
Press Wheels
Covering Knife
Planter Frame
Seed Runner Opener
Fertilizer Runner Opener
Gauge Shoe

-Detail illustration of planting and fertilizing equipment attached to the tractor cultivator and general-purpose tractor. This equipment is available in various types to meet different requirements.

MANURE SPREADERS

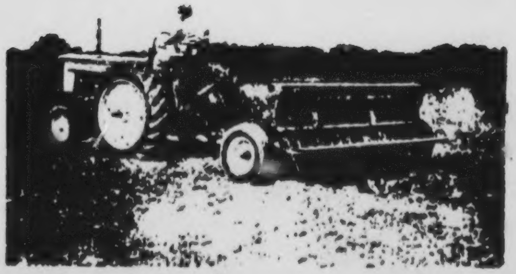

Armored Steel Side-Flares
Wood Box
Main Beater
Upper Beater
Feed Lever
Arch Pipe
Throw-Out Lever
Spiral Beater
Screw-Type Parking Jack
Steel Frame
Endless Chain Conveyor
Rubber-Tired Wheels

–The tractor-drawn manure spreader of the two-wheel type; principal parts are named.

Lime and Fertilizer Distributors

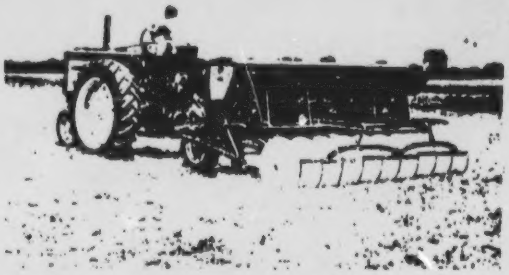
–This fertilizer distributor handles lime and fertilizer.

Types of Drills

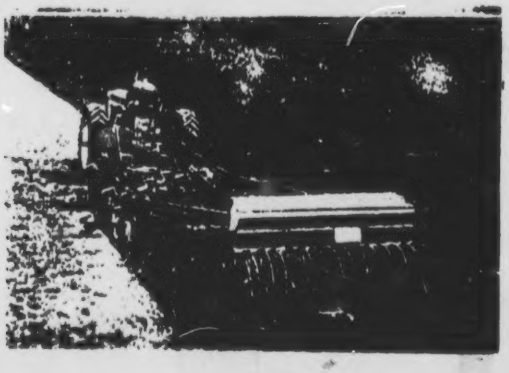


[redacted]—The fertilizer-grain drill.

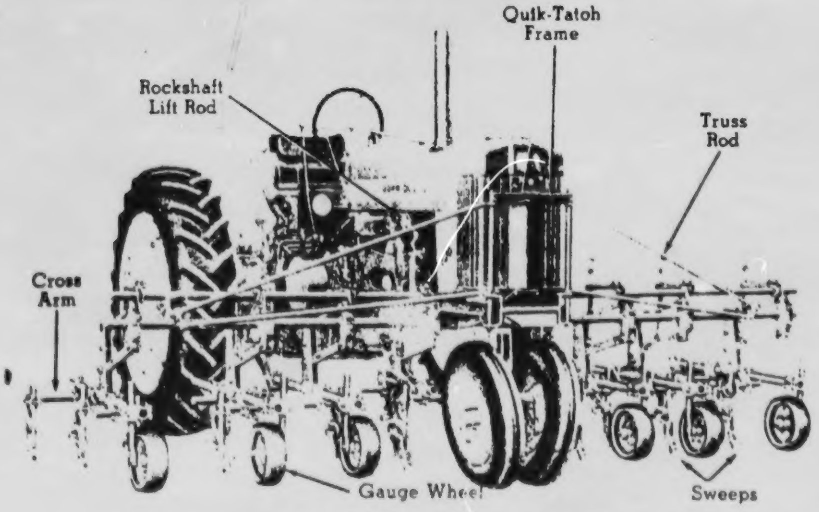
[redacted]—The plain or straight grain drill.



[redacted]—The lister-type press grain drill.

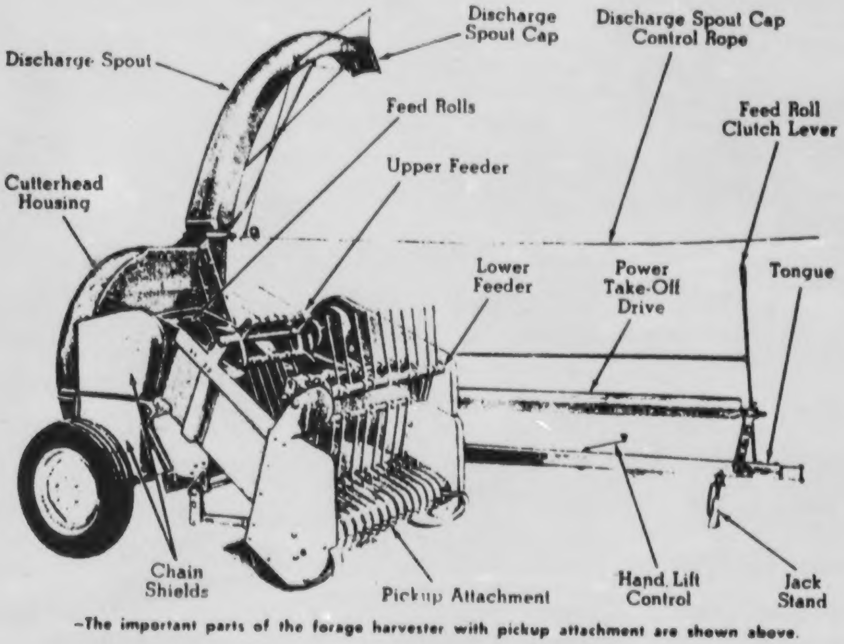


TRACTOR CULTIVATOR


Quik-Tatch Frame
Rockshaft Lift Rod
Truss Rod
Cross Arm
Gauge Wheel
Sweeps

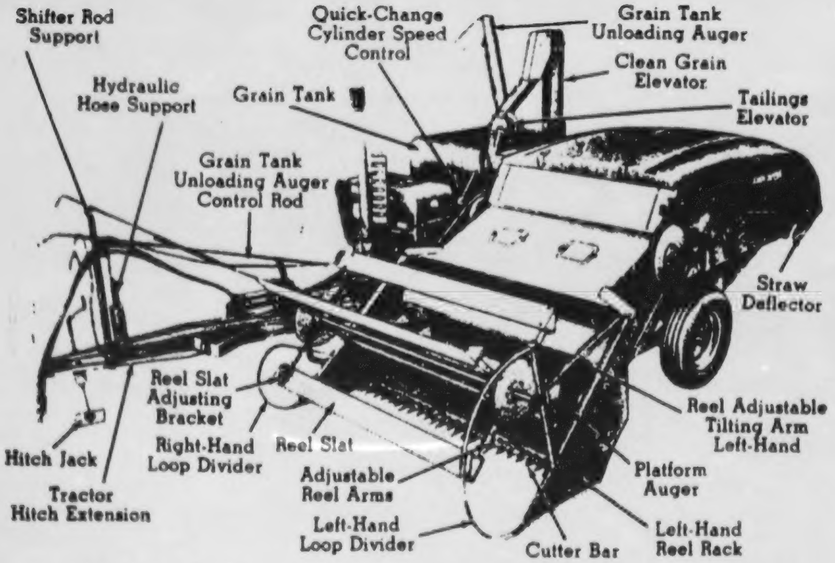
-The 4-row tractor cultivator mounted on a general-purpose tractor. Principal parts indicated

FORAGE HARVESTER


Discharge Spout Cap
Discharge Spout Cap Control Rope
Discharge Spout
Feed Rolls
Feed Roll Clutch Lever
Upper Feeder
Cutterhead Housing
Lower Feeder
Power Take-Off Drive
Tongue
Chain Shields
Pickup Attachment
Hand Lift Control
Jack Stand

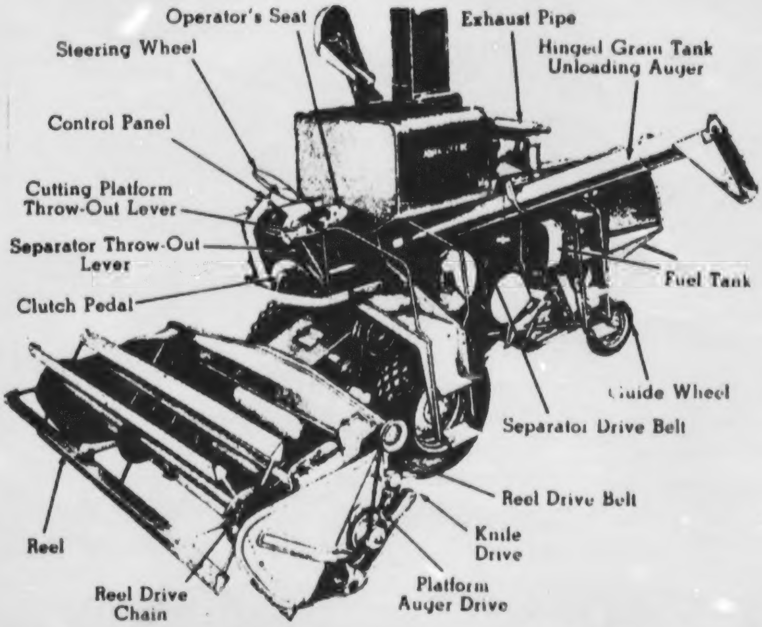
-The important parts of the forage harvester with pickup attachment are shown above.

Chopping Hay Reduces Labor Cost . . . Insures Hay of Higher Feeding Value . . . Harvester Makes High-Grade Ensilage . . . Care of Knives Most Important


Shifter Rod Support
Hydraulic Hose Support
Quick-Change Cylinder Speed Control
Grain Tank Unloading Auger
Clean Grain Elevator
Grain Tank
Tailings Elevator
Grain Tank Unloading Auger Control Rod
Straw Deflector
Reel Slat Adjusting Bracket
Reel Adjustable Tilting Arm Left-Hand
Hitch Jack
Right-Hand Loop Divider
Reel Slat
Platform Auger
Adjustable Reel Arms
Tractor Hitch Extension
Left-Hand Loop Divider
Cutter Bar
Left-Hand Reel Rack

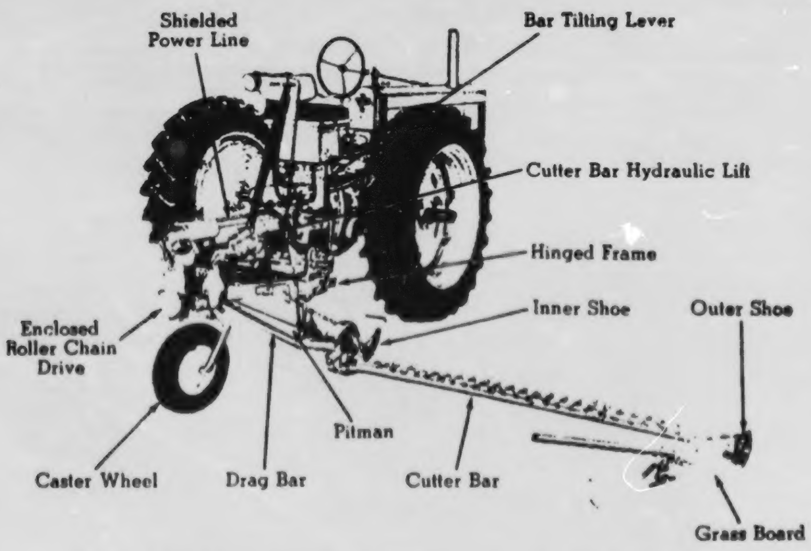
–The small, full-width, straight-through combine with the principal parts indicated.

Self-Propelled


Operator's Seat
Exhaust Pipe
Steering Wheel
Hinged Grain Tank Unloading Auger
Control Panel
Cutting Platform Throw-Out Lever
Separator Throw-Out Lever
Fuel Tank
Clutch Pedal
Guide Wheel
Separator Drive Belt
Reel Drive Belt
Knife Drive
Reel
Platform Auger Drive
Reel Drive Chain

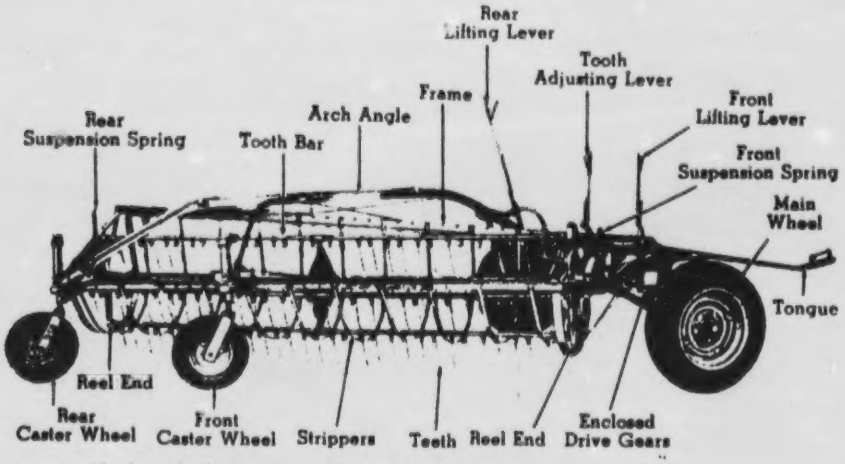
–Some important units of the self-propelled combine are indicated in this view.

MOWER


Shielded Power Line
Bar Tilting Lever
Cutter Bar Hydraulic Lift
Hinged Frame
Inner Shoe
Outer Shoe
Enclosed Roller Chain Drive
Pitman
Caster Wheel
Drag Bar
Cutter Bar
Grass Board

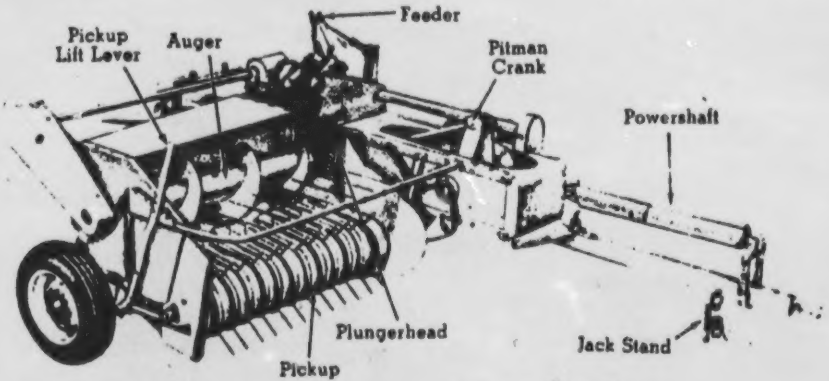
—The semi-integral tractor mower and general-purpose tractor. Principal parts are named.

RAKE


Rear Lifting Lever
Tooth Adjusting Lever
Frame
Front Lifting Lever
Arch Angle
Rear Suspension Spring
Tooth Bar
Front Suspension Spring
Main Wheel
Tongue
Reel End
Rear Caster Wheel
Front Caster Wheel
Strippers
Teeth
Reel End
Enclosed Drive Gears

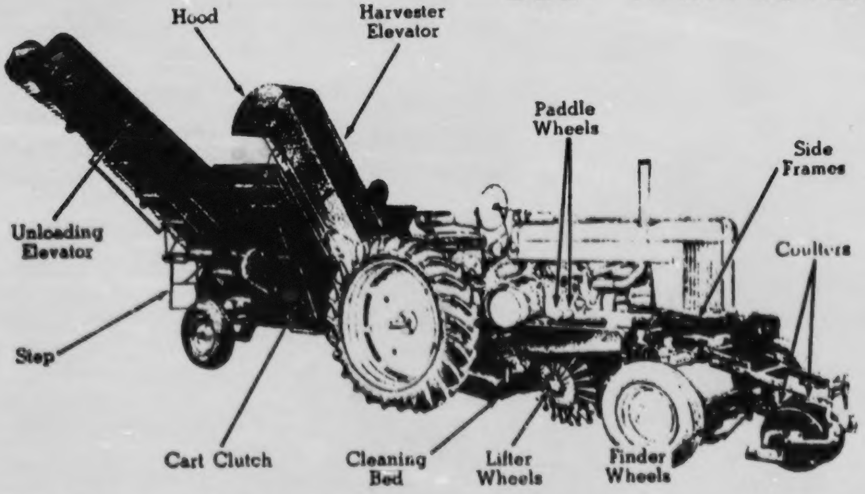
—The low-wheel, drawn-type side-delivery rake with principal parts indicated.

AUTOMATIC BALERS


Feeder
Pickup Lift Lever
Auger
Pitman Crank
Powershaft
Plungerhead
Jack Stand
Pickup

—The twine-tying baler with power take-off. Principal parts are named.

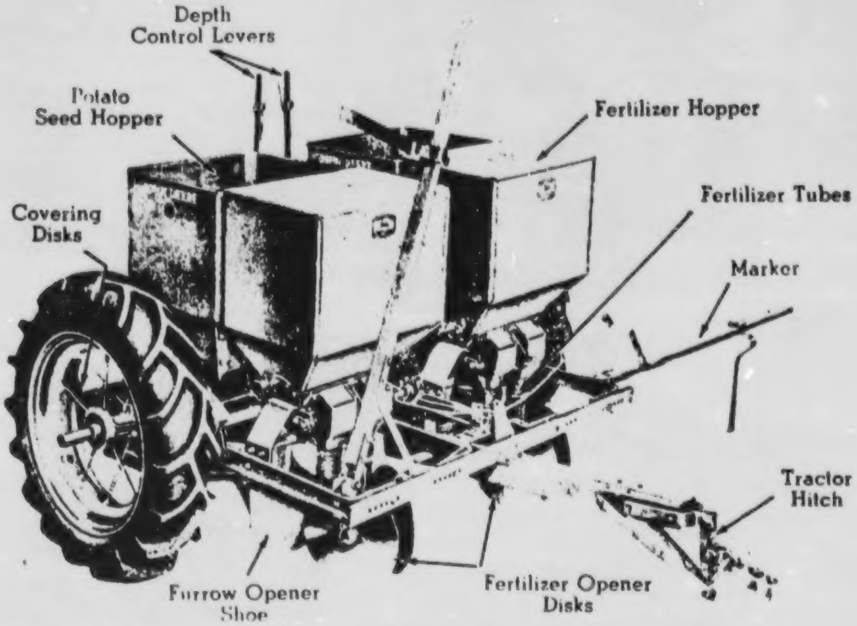
BEET HARVESTER


Hood
Harvester Elevator
Paddle Wheels
Side Frames
Unloading Elevator
Coulters
Step
Cart Clutch
Cleaning Bed
Lifter Wheels
Finder Wheels

—The one-row beet harvester with the important parts indicated.

One- and Two-Row Beet Harvesters Save Man-Hours . . .
Top and Lift Beets . . . Load Them Into Trucks . . . It's
Precision Equipment That Requires Careful Adjustment

POTATO PLANTER


Depth Control Levers
Potato Seed Hopper
Fertilizer Hopper
Fertilizer Tubes
Covering Disks
Marker
Tractor Hitch
Furrow Opener Shoe
Fertilizer Opener Disks

—The 2-row tractor-drawn potato planter with the important parts indicated.

Potato Planters, Available in Several Types, Pick and Drop
Potato Seed Accurately ... Fertilizer Attachments Place Fertilizer
Properly . . . Simple Adjustments and Lubrication Required

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 12

1) LESSON TOPICS:

ESL

Review of Farm Equipment and Vernacular (Shop Talk), Identification of Parts and Tools; Purchase Order for Ordering Parts; Invoice

VOC

Math (Percent-Discount); New Keys: "0, =, !, ', (")"; Purchase Order, Invoice

2) BEHAVIORAL OBJECTIVES:

ESL

-- To identify parts of equipment and mechanic's hand tools common in farm work.

VOC

--To complete purchase order then figure invoice extensions and discounts accurately.

--To type the symbols: "0, =, !, ', (")" without looking at typewriter.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

1. Give quiz on "Farm Equipment Handout"; students follow directions.
2. List the more basic parts of farm equipment and handtools likely for the farm secretary to order occasionally. Give handout on farm tools.
3. Illustrate the purchase order on the board or overhead projector. Explain its use for purchasing parts, tools, etc.
4. Illustrate the invoice on the board or overhead projector and explain its use, including benefit of prompt payment for discount, computations of discounts, extensions and totals.

(OBJECTIVES, continued) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 12

VOC

Typing: Give warm-up exercises. Review all letters. Locate and practice new keys.

Pass around purchase order/invoice handout. List on board items, quantities and creditor of items to order. Have students type purchase orders.

On invoices, have students do extensions, figure due dates and discount. Check the first few in class to let students know how they are doing. Have students type computations on invoice, using tabulator.

4) NEW VOCABULARY:

"Discount and discount terms, checkmark (✓), print, place(X), last name, first name, last job first, indicate."

5) MATERIALS NEEDED:

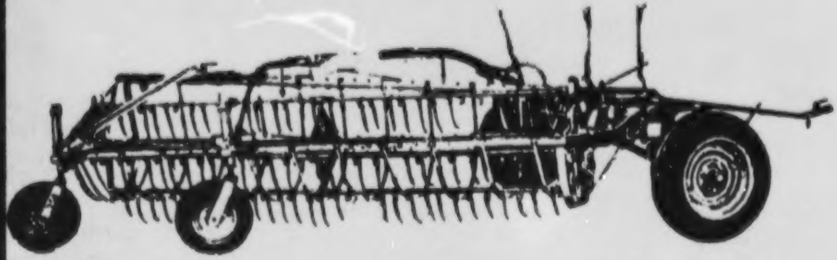
Typewriters, typing paper, purchase order/invoice handout, pencils, paper

6) LESSON EVALUATION:

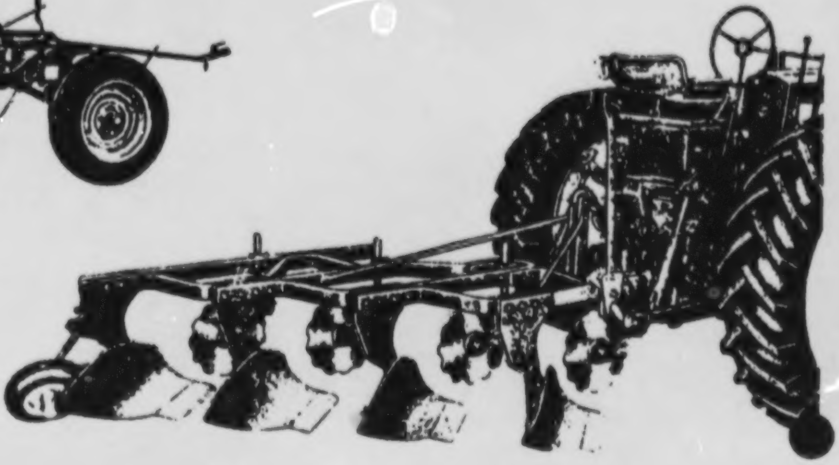
No problems. Writing order on board helped students comprehend better what was being ordered.

NAME______________________ **FARM EQUIPMENT QUIZ** ______________________DATE

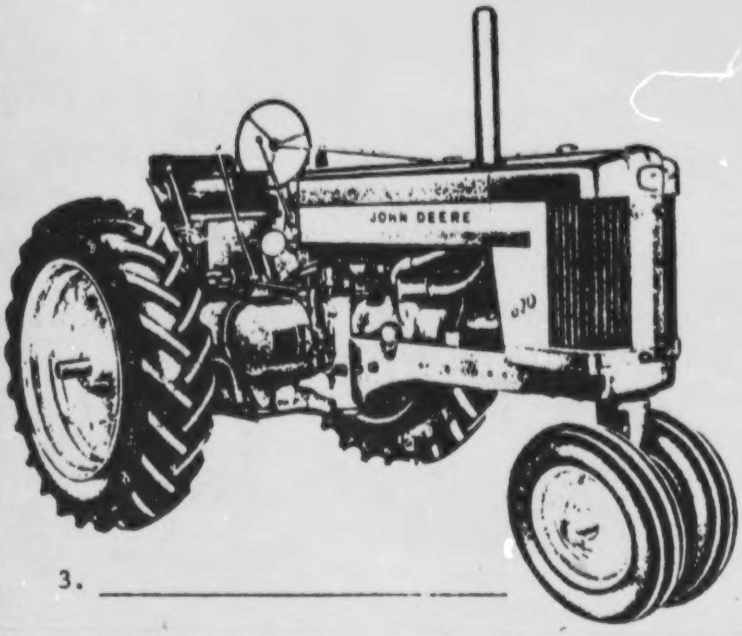
Directions: Please name the farm equipment below:



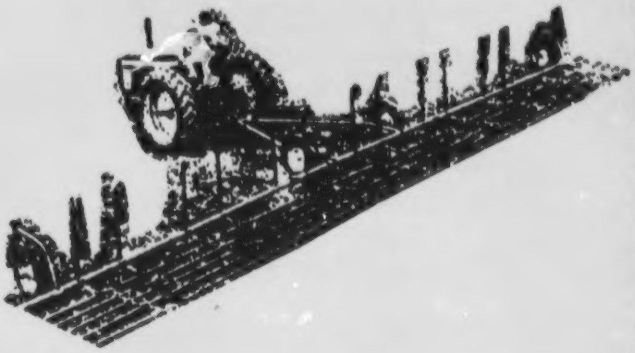
1. ______________________



2. ______________________



3. ______________________



4. ______________________

5. What equipment pulls farm implements (rakes, plows, etc.)?______________________

For answers;
See "Farm Equipment" Handout (Week 11).

Water Sports Inc.

INVOICE

Sold To

Terms

Date

Our No.

Cust. Order No.

Shipped Via

Quantity	Description	Unit Price	Total

Playmor Sporting Shop

406 Sycamore Drive
Pittsburgh, Pennsylvania 15235

PURCHASE ORDER

Order No

Date

Terms

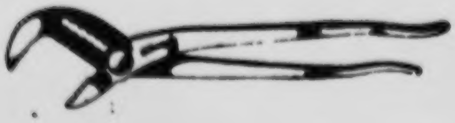
Ship Via

TO

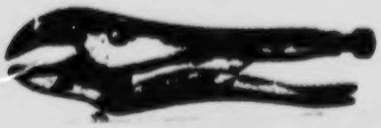
QUANTITY	CAT. NO.	DESCRIPTION	PRICE

MECHANIC'S HAND TOOLS

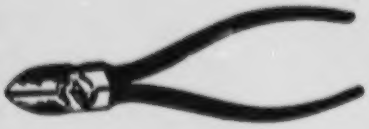
COMBINATION PLIERS



WATER PUMP PLIERS

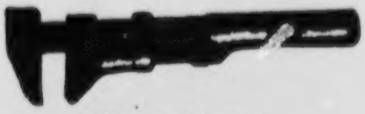


VISE GRIPS

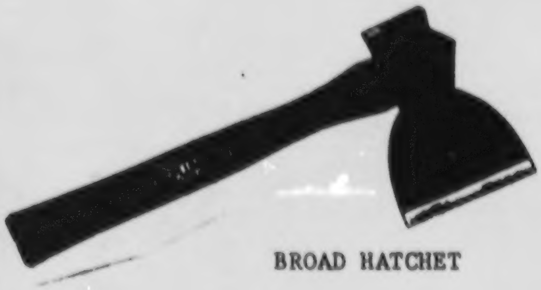


WIRE CUTTERS

CRESCENT WRENCH

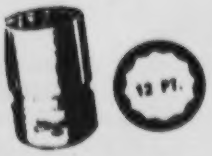


MONKEY WRENCH

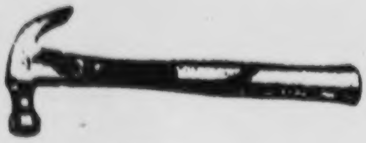


BROAD HATCHET

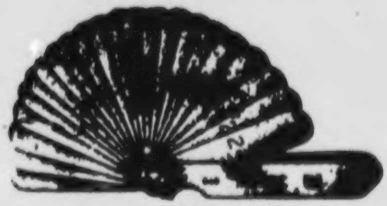
DRILL BIT



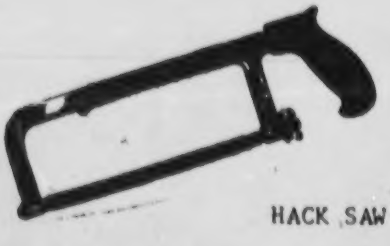
SOCKET



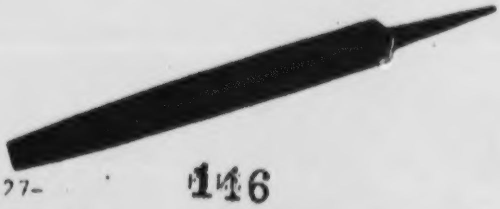
HAMMER



FEELER GAUGE



HACK SAW



VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 13

1) LESSON TOPICS:

ESL

Identification of Work-Related Signs; Vocabulary on Adding Machine/Calculator

VOC

New Keys: "(;), (:), $, &"; and Operation of Ten-Key Adding Machine/Calculator

2) BEHAVIORAL OBJECTIVES:

ESL

--To identify signs related to work/agriculture.
--To explain what is meant by signs.
--To identify parts of adding machine/calculator and their uses.

VOC

--To locate "(;), (:), $, &" on typewriter without looking.
--To add on calculator by touch (not sight).
--To complete machine calculation problems with a score of 70% or better.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

Day 1: Using signs that simulate the real signs, pantomime what the sign says. Have student explain what each sign means.

Present agricultural signs - Flammable, High Voltage, Poision, Field Sprayed, Do Not Enter, etc.

EVALUATION: Hold signs; have students explain what they mean orally. Teacher-aide can record how well each student did.

Day 2: Quickly review Day 1's vocabulary. Introduce parts of adding machine and calculator. Help students learn from illustrations of machines.

(OBJECTIVES, continued) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 13

VOC

Day 1: 1. Typing:
Allow for a 5-minute warm-up, then review previous keys learned. Locate and practice the new keys. Use the rest of the time to type lines with these letters. Give 10 minutes of timed writing.

2. Business Machines:
Introduce adding machine methods for addition, subtraction, totaling and subtotaling. Use Office Machine Course, (see #5, "materials").

Note that the "5" key has a "bump" on it. "It is there so you can find the "home-row" (4, 5, 6) without looking."

Pass adding machine worksheets. The first one is adding on home-row, second sheet top-row (7, 8, 9); third sheet, bottom-row (1, 2, 3). Keep eye on paper - not machine or fingers. Use new skills on adding machine to check last week's invoice computations.

Day 2: 1. Review and check adding machine worksheet. Lecture on electric calculator. Answer students' questions. Give assignment of electric calculator worksheet. (Practice of adding machine and calculator should be incorporated into other work throughout the year. Possible units would be income tax, payroll and bank reconciliation/deposits.)

EVALUATION: Visual (observation of students' methods).

4) NEW VOCABULARY:

Poison (skull and crossbones symbols), high voltage, adding machine, calculator, subtotal, sign.

5) MATERIALS NEEDED: Problem sheets, typing paper, signs, invoice from Week 12, Century 21 Typewriting, Office Machine Course (by Cornelia Pasework and Agnew with South Western Publishing Company, 4th edg, 1977, pages 1-10, 39-42; "Survival Signs". DLM (Developmental Learning Materials).

6) LESSON EVALUATION:

Teacher aide neede to circulate to help touch-key operations. Because of the limited time. our class only completed a representative sample of the problems in machine calculations handouts. It is recommend that more time be spent on this topic (3 to 4 weeks) and that all problems be assigned.

VESL LESSON PLAN **CLASS** ESL/AC Secretary-Bookkeeper **WEEK #** 14

1) **LESSON TOPICS:**
ESL

Fertilizer Types, Pesticides and Permit, Fungicides for Certain Crops

VOC

New Keys: "# and @"; Typing Pesticide Permit; Subtracting on Calculator/ Adding Machine

2) **BEHAVIORAL OBJECTIVES:**
ESL

--To verbalize fertilizers and pesticides used by local farmers.
--To explain use of pesticide permit and where to obtain it.

VOC

--To type new keys "# and @" without looking at typewriter.
--To type complete information on pesticide permit.
--To add and subtract by touch on calculator/adding machine.

3) **LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)**
ESL

Explain to students why the Farmer uses various fertilizers, pesticides and fungicides, and the importance for office workers to distinguish those used by particular farmer. List main ones on board used for major crops in the particular geographic location. Help students pronounce each.

Illustrate pesticide permit by passing around blank forms. Ask students where to get such forms (county office).

(OBJECTIVES, continued) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 14

VOC

Typing - 30 minutes:

5 minutes	Give warm-up exercises, review.
15 minutes	Locate and type new keys. Type lines to learn location of new keys. Do not look at typewriter or fingers.
10 minutes	Push for speed with timed writings: Short writing: 30 seconds, 15 seconds, 1-minute. Show students what to type on pesticide form and how to type evenly just above lines.

Business Machines - 45 minutes:

Review home-row keys (4, 5, 6) top row-keys (7, 8, 9) and bottom-row keys (1, 2, 3). Hit (0) with thumb, decimal with thumb or first finger, and (+), (-), and total (=) with small finger. (10-Key Adding Machine.)

Hand out subtraction, multiplication and division problems.

EVALUATION: Observation of students practicing their typing and calculator.

4) **NEW VOCABULARY:**

Names of specific fertilizers, pesticides and fungicides.

5) **MATERIALS NEEDED:**

Ten-Key machine, problems and typing paper, handouts, pen, pencil, chalk, chalkboard, pesticide permit, list of primary crops (fruits, vegetables, etc.) for geographic location and common sprays used to safeguard crops.

6) **LESSON EVALUATION:**

Students recognized some names, due to their farm labor background. They had difficulty pronouncing the others.

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 15

1) LESSON TOPICS:

ESL

Safety and Preventive Care in Office; Safety of the Farm (Field Trip)

VOC

New Keys: "the underliner (_______), +, ½"; Business Machines; Field Trip

2) BEHAVIORAL OBJECTIVES:

ESL

--To list three hazards that could occur on the farm and six safety precautions to take in the farmer's office.

VOC

--To be able to type the "______, +, ½" without looking at typewriter or hands.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

Day 1: A) Solicit from students and supplement/illustrate their suggestions of office safety concerning:

- a. Names of employees; relatives to contact in case of emergencies.
- b. First aid supplies and procedures; telephone numbers of doctor, fdire department, police, and insurance companies.
- c. Fire escape passage/exits and extinguisher use, flow of traffic in office and possible obstructions.
- d. Storage of petty cash and payroll.
- e. Room placement of expensive, vital items.
- f. Load capacity of electrical outlets and method of cord removal from outlet.
- g. Machine maintenance (cleaning, turning off, remedial care and servicing.

B) Briefly orient students of safety on farm; plan Day 2's field trip (transportation).

Day 2: (**Field** trip) take students to visit a farm (pre-arranged with farmer, etc.) to learn about safety and possible hazards. This would partially include exposure to/use of sprays and equipment. Assign students to take notes. Encourage them to ask questions. Facilitate their asking the questions and understanding the answers.

(OBJECTIVES, continued) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 15

VOC

Day 1: Typing - 30 minutes:

5 minutes	Give warm-up.
15 minutes	Locate new keys "(____), +, ½". Type new keys. Type lines to learn location of new keys. Don't look at typewriter or fingers. Use chart in front of class if necessary.
10 minutes	Work on speed...short timed writings.

Business Machines - 45 minutes:
Hand out blank invoices. Hand out information for invoices. Do first one, asking students to help. Make sure they all understand. Could use a transparency if the projector is available. Let students work the rest of the time on the other invoices. Check progress of students and encourage them.

Day 2: (Field Trip) See ESL lesson.

EVALUATION: Observation of typing and business machines operation. Correction of practice papers.

4) NEW VOCABULARY:
Names associated with safety, including "emergency".

5) MATERIALS NEEDED:
Chalk, board, pencils, paper, typewriters, Century 21 typwriting, adding machine/calculator, arrangements for field trip.

6) LESSON EVALUATION:
In ESL class, students benefitted from oral exercise; should be done more.

During field trip, students' home language was used for students to fully understand.

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 16

1) LESSON TOPICS:

ESL

Farm Equipment Quiz Covering Weeks 10 - 15; Use of Telephone Book for Locating Ag Businesses

VOC

Review of Keys (Weeks 10-15); New Keys: "%, -, * and/"; and Alphabetizing Typing of Ag Businesses

2) BEHAVIORAL OBJECTIVES:

ESL

--To correctly answer 70% of the items on test.
--To locate farm businesses by names in white pages and by classifications in yellow pages.

VOC

--To type the New Keys "%, -, * and/" without looking at the typewriter or hands.
--To alphabetize and correctly type list of ag businesses.
--To type telephone messages with all necessary information.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

Day 1: Give students the farm test. Explain directions.

Day 2: Distribute telephone books. Have students identify white pages yellow pages and different communities. Distribute "Telephone Book Worksheet". Have students locate each item listed (A_H), identify each by page and column, then record names, addresses and telephone numbers.

EVALUATION: Observance of students' responses.

(OBJECTIVES, continued) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 16

VOC

Directions to Students:
--Typing warm-up on typewriter.
--Locate "%, -, *, and /" on keyboard. Type these keys. Type lines with these keys to learn location of keys.
--Work on speed with 3- and 5-minute writings.

--From ag business identified in ESL lesson, type names into lists, complete with addresses and telephone numbers. The business should be those in local community, making this a handy office tool.

EVALUATION: Observation of students typing (technique, wpm, errors)

4) **NEW VOCABULARY:**
Front, back, flap, stamp, seal, attention, address, return address

5) **MATERIALS NEEDED:**
Typewriter, paper, chalk, chalkboard, telephone books (preferrably one per student, "Telephone Book Worksheet"

6) **LESSON EVALUATION:**
Had to go over tabulations again. I found students typing columns, one at a time. Should stress one line at a time.

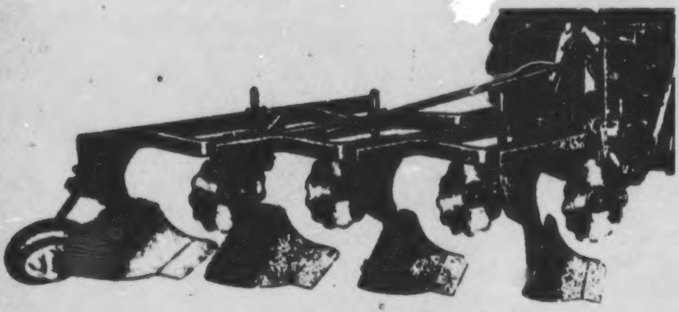
NAME ______________________________ DATE ____________

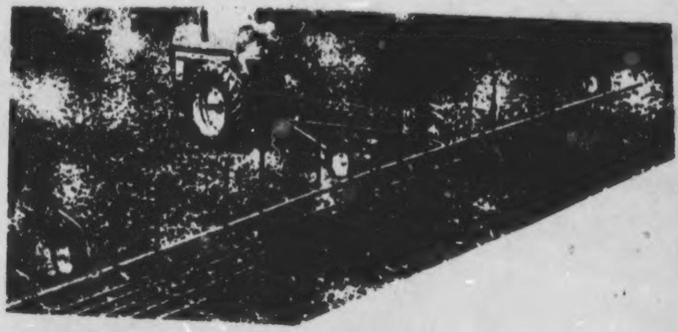
FARM EQUIPMENT QUIZ

Covering Equipment, Vernacular, Parts, Tools,
Purchase Order, Invoice, Signs, Sprays, Safety

1) One make of tractors is "John ____________________."

2) Name the farm equipment shown below:





4) What are "Masey, Ferguson, Sperry and New Holland"?

5) A Phillip Screwdriver________

6) A purchase order ________

7) An invoice_______

a) lists items sent to buyer

b) pounds nails into wood

c) lists suppiies etc., to be bought

d) tightens or looses a screw

8) Circle correct answer: A sign reading "Flammable" means:

a) short b) finish c) burnable

9) Name one kind of spray used on the farm______________________________

10) Whose telephone number will help most for an emergency:

a) IBM's b) doctor's c) feed store

KEY TO FARM QUIZ

1.) Deere

2.) Moldboard Plow

3.) Spike-tooth Harrow

4.) Farm Equipment manufacturers

5.) D

6.) C

7.) A

8.) C

9.) Any general or brand name of spray

10.) B

TELEPHONE BOOK WORKSHEET

STUDENT'S NAME ______________________________ DATE __________________

Look under proper headings in the white and yellow pages of the TELEPHONE BOOK to find and list names, addresses and telephone numbers of:

A) Four "Tractor and Equipment Companies"

1.
2.
3.
4.

B) Two "Agricultural Welding Companies"

1.
2.

C) Two "Veterinarians" (Large-Animals)

1.
2.

D) Four "Agricultural Chemical Companies"

1.
2.
3.
4.

E) Two "Water Well Drilling Equipment and Supply Companies:

1.
2.

F) Two Government Agricultural Agencies (County, State, or Federal)

1.
2.

G) Four "Agricultural Associations"

1.
2.
3.
4.

H) Locate telephone numbers and addresses in the white pages of the telephone book of names listed below:

NAME	ADDRESS	TELEPHONE NUMBER
Hidahl Ranch		
E.J. Gallo Winery		
H. Naraghi Farms		
S.T.U. Farms		
Bowen Farms		

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 17

1) LESSON TOPICS:

ESL

Reception (Telephone Calls, Messages and Appointment Scheduling)

VOC

New Keys: "½ and ¢"; Removing-Reinserting Paper, Correcting Mistakes

2) BEHAVIORAL OBJECTIVES:

ESL

--To correctly place and receive telephone calls, write, complete messages schedule appointments over the telephone.

VOC

--To type the "½ and ¢" keys without looking at the typewriter or fingers, enabling students to type the full keyboard at this point.
--To correct mistakes neatly with tape, eraser and Liquid paper.
--To remove paper from typewriter and reinsert it, realigning it with typed words.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

Ask students to define "reception". List related vocabulary words on the board, with students help in spelling each. Pronounce words and ask students to repeat. Explain purpose of properly answering telephone and taking accurate messages. Explain how to schedule appointments over the telephone, using the calendar. Stress that the employers' available time for appointments will vary by seasonal demands in the fields.

After giving a demonstration on the above, have students practice using "model office" telephone and telephone message pads for placing and receiving calls. Encourage students to speak in English as would be necessary for job performance. The least-proficient English speakers may feel very inhibited. It is for this reason that the unit on reception is implemented after students' English skills improve.

(OBJECTIVES, continued) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 17

VOC

(Directions to Students):

--Start with warm-up, review, daily.
--Locate new keys and type lines with new keys in order to learn location of new keys. Practice daily.
--Give timed writings daily (30- 15- and 10-second, and 1-minute). Work on speed. Then, give....
--5-minute timed writings. Still work on speed. Worry about errors later. Try for 30-45 wpm.
--Have students type states, the abbreviations and zip codes following handout.

Erasing and Other Corrections:
--Use an ink or typing eraser. Make sure no ink flakes or dirt gets into typewriter. They really mess up the typewriter. Do not erase too hard and make a hole.
--Use correction paper. Insert paper or tape over error--strike error again. Remove paper and error should be gone, make correction.
--Use Liquid Paper. Make sure it is same color as paper. Do not use much. Keep tightly closed. If it gets too thick you can use thinner. Do not type until paper is dry. Must be careful not to spill on typewriter. It makes a mess and is difficult to remove.

Reinserting Paper:
--Watch the process in my demonstration, then practice it.

EVALUATION: Quick check of students work.

4) **NEW VOCABULARY:**
Classification, white pages, yellow pages, Liquid Paper, thinner, flakes, remove, reinsert

5) **MATERIALS NEEDED:**
Typing paper, correction paper, Liquid Paper and thinner, eraser, telephone message pads, calendar.

6) **LESSON EVALUATION:**

Students having little exposure to yellow pages and alphabetizing had most difficulty with locating particular categories within yellow pages and latter listing alphabetically. Students had more difficulty spelling names of farms unfamiliar to them compared to more local farms where some had previously worked.

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 18

1) LESSON TOPICS:

ESL

Receiving Visitors and Checking Calendar for Appointments; New Employees (Application, W-4), Work Order; Field Location (Map)

VOC

Comprehensive Review of Keys Learned (Weeks 10-17)

2) BEHAVIORAL OBJECTIVES:

ESL

--To receive visitors using business-like manners (greet people, alert employer, accommodate visitor).
--To prepare for pre-scheduled appointments.
--To explain to new employees about application, W-4 Form, time card work order and locating field assignment.

VOC

--To type application and W-4 Form.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

Day 1: In preparing for an appointment, stress the importance of checking the calendar daily, reminding the employer of appointments. Draw calendar on black board and use students' messages from Week 17 to fill calendar with same appointments made over the telephone.

Distribute and read the dialogue with class, one line at a time. Listen for pronunciation. Split students into groups of two's. Roleplay the dialogue with aide, as receptionist and visitor. Have each pair of students write own dialogue, then roleplay as receptionist and visitor. In addition to students reading their own dialogues, receptionists can write messages. Visitors can then read messages back to the receptionist to check clarity and accuracy. Team partners can then switch roles. Evaluate by having students check each others' messages.

(**OBJECTIVES**, **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 18

ESL (continued)

Day 2: New Employees (Application, W-4 Form and Field Location): Distribute job application forms, W-4 forms, then go through the forms step-by-step. Have students fill out their own and then have them fill out their partners'. Split students into 2's, not always the same 2's.

Distribute maps of area and go over names of county roads, north, south, east, and west, then left and right, straight ahead and through the intersection. Let groups roleplay directing eachother to some point on map using the terms north, south, east, west, etc.

VOC

Give students exercises utilizing a large variety of letters, numbers, symbols, tabulations settings, and spacings (between lines and columns). Have students check their work, correcting mistakes. Work closely with students individually to overcome deficiencies.

4) **NEW VOCABULARY:**
(Related to application and W-4 Forms)

5) **MATERIALS NEEDED:**

Application and W-4 Forms, typewriters, Century 21 Typewriting, work order

6) **LESSON EVALUATION:**

DIALOGUE I

Student A: May I help you?

Student B: Yes. I have an appointment with Mr. Jones at one o'clock.

Student A: I'll see if he's available. (Pause, use phone to call him.) He'll be with you in just a minute. Please be seated. Would you like some coffee?

Student B: Yes, please.

Student A: How do you take your coffee?

Student B: Black (cream, no sugar) (sugar, no cream) (cream and sugar) please.

Student A: (fix coffee and hand it to Student B) Here you are.

Student B: Thank you.

A little later -

Student A: He'll see you now. Just go on in.

NAME ______________________

RECEPTION

DIALOG II

DATE ______________________

SECRETARY - Hello. May I help you?

MAN - Yes, I would like to speak with Mr. Johnson please.

SECRETARY - May I have your name please?

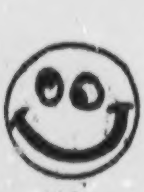
MAN - I'm Bill Smith from the Growers Association. I'm here to see how Sam's peaches look this year.

SECRETARY - Well, Mr. Smith, if you drive your pick up down that road, and go past the third check, you will find Mr. Johnson stacking props in the fourth check.

MAN - Thank you very much.

SECRETARY - You're welcome, Mr. Smith. Have a nice day.

1. Practice this dialoge with some one else to improve your English skills and to help you become an efficient receptionist.
2. Why did the secretary ask the man who he was before sending him down in the orchard?
3. What is a check, and why is it called a check?
4. What would the receptionist do if the visitor were a lady in high heeled shoes, driving a sports car? How would you handle making her wait or contacting your boss? These problems must be thought out before your first visitor ever arrives.
5. Don't forget to smile!



MECHANICS TIME CARD & WORK ORDER

Equip. No. ____________________
Mileage ____________________
Date ____________________

Check when done	Work to be done	Work Performed By	Elapsed Time	TIME CLOCK
				OFF
				ON
				OFF
				ON
				OFF
				ON
				OFF
				ON
				OFF
				ON
				OFF
				ON
				OFF
				ON
				OFF
				ON
				OFF
				ON
Parts & Material Used		Total Time		Labor Cost

Qty.	Part No.	Description	Cost	
		Total Parts & Material		
		Total Parts, Material, & Labor		

X For Defect	Date		Driver	Tractor No.	Trailer Nos.
✓ For O.K.					

Battery		Emergency Valves (Breakaway)		Leaks		Wheels	
Brakes (Foot)		Emergency Equipment		Lights (Which)		Winch bar	
Brakes (Emerg. & Parking)		Engine		Mirrors		Windshield wipers	
Brake Hose & Connection		Exhaust & System		Reflectors		Side Racks	
Body & Glass		Flaps		Signals			
Clutch		Fuel System		Springs & Tension Rods			
Defroster		Fifth Wheel Assembly		Steering		Oil Used	
Drawbar Assembly		Horn		Tires		Enroute Quarts	
Drive Line		Instruments & Guages		Transmission		Shop Quarts	
Electrical Connections		Jack & Tire Tools		Tarpaulins & Ropes		Total Qts.	

Daily Air Brake Test — Before Departure			Low Air Warning
Max. Air Pressure	Leak — 1 minute	Leak — 1 Minute Pedal depressed	Device ☐

Brakes Apply and Release Correctly ☐ Stop lights work ☐

Explain repairs to be made. —

Personal Data

Date

Name FIRST MIDDLE LAST

Address STREET AND NUMBER CITY STATE ZIP Tel. No.

How Long Have You Lived At The Address Above?

Date of Birth

Do You Live With Your Parents? Yes ☐ No ☐

Are You a Citizen of the U.S.? Yes ☐ No ☐

Weight lbs. Height FEET INCHES

Social Security No.

EDUCATION

	SCHOOL NAME	ADDRESS	COURSE	DATE LEFT	YEARS ATT'ND.	GRAD. DEGREE
GRAMMAR						
JUNIOR HIGH						
HIGH SCHOOL						
BUSINESS						
EVENING						
OTHER						

CURRENT EMPLOYMENT

STARTED MO. YR.	LEFT MO. YR.	NAME AND ADDRESS OF COMPANY	POSITION	SALARY	REASON FOR LEAVING

PREVIOUS EMPLOYMENT

INCLUDING PART-TIME, FULL-TIME, AND MILITARY SERVICE IN THE ARMED FORCES OF THE UNITED STATES

STARTED MO. YR.	LEFT MO. YR.	NAME AND ADDRESS OF COMPANY	POSITION	SALARY	REASON FOR LEAVING

BUSINESS COURSES TAKEN

IN SCHOOL CURRENTLY ENROLLED IN	IN OTHER SCHOOLS

In the space below, using your best handwriting and best English, write a statement about your vocational plans. Include such things as the kind of job you want, where you will go for interviews for such a job, and anything else which will help to inform your teacher about your choice of vocation.

Signature

167

Form **W-4**
(Rev. October 1979)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

Print your full name ▶ | **Your social security number ▶**

Address (including ZIP code) ▶

Marital status: ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate

Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . .

2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $

3 I claim exemption from withholding because (see instructions and check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of **ALL** income tax withheld, **AND**

b ☐ This year I do not expect to owa any Federal income tax and expect to have a right to a full refund of **ALL** income tax withheld. If both a and b apply, enter "EXEMPT" here . . . . ▶

c If you entered "EXEMPT" on line 3b, are you a full-time student? . . . . ☐ Yes ☐ No

Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Date ▶ , 19

Employer's name and address (including ZIP code) **(FOR EMPLOYER'S USE ONLY)** | **Employer identification number**

Detach along this line

▲ *Give the top part of this form to your employer; keep the lower part for your records and information* ▲

Purpose

The law requires that you complete Form W-4 so that your employer can withhold Federal income tax from your pay. Your Form W-4 will remain in effect until you change it, or, if you entered "EXEMPT" on line 3b above, until April 30 of next year. By claiming the number of withholding allowances you are entitled to, you can fit the amount of tax withheld from your wages to your estimated tax liability.

Introduction

If you got a large refund last year, you may be having too much tax withheld. If so, you may want to increase the number of your allowances by claiming any other allowances you are entitled to on line 1 of Form W-4. The kinds of allowances, and how to figure them, are explained in detail in the line-by-line instructions below.

If you owed a large amount of tax last year, you may not be having enough tax withheld. If so, you can claim fewer allowances on line 1, or ask that an additional amount be withheld on line 2, or both.

If the number of withholding allowances that you are entitled to decreases, you must file a new Form W-4 with your employer within 10 days from the date of the change.

If you qualify, you can claim exemption from withholding on line 3b of Form W-4.

The line-by-line instructions below explain how to fill in Form W-4. **Publication 505,** Tax Withholding and Estimated Tax, contains more information on withholding. You can get it from any Internal Revenue Service office.

For more information about who qualifies as your dependent, what deductions you can take, and what tax credits you qualify for, see the Form 1040 Instructions or call any Internal Revenue Service office.

Line-By-Line Instructions

Fill in the identifying information at the top of the form. If you are married and want tax withheld at the regular rate for married persons, check the "Married" box. If you are married and want tax withheld at the higher Single rate (because both you and your spouse work, for example), check the box "Married, but withhold at higher Single rate."

Line 1 of Form W-4

Total number of allowances.—Use the Worksheet on page 2 to figure all of your allowances. Each kind of allowance you may claim is explained below and is identified by the letter that corresponds to the line for that allowance on the Worksheet.

A. Personal allowances.—You can claim the following personal allowances:

- 1 for yourself,
- 1 if you are 65 or older, and
- 1 if you are blind.

If you are married and your spouse either does not work or is not claiming his or her allowances on a separate Form W-4, you may also claim the following allowances:

- 1 for your spouse,
- 1 if your spouse is 65 or older, and
- 1 if your spouse is blind.

If you are single and hold more than one job, you may not claim the same allowances with more than one employer at the same time. If you are married and both you and your spouse are employed, you may not both claim the same allowances with both of your employers at the same time.

Enter your total personal allowances on line A of the Worksheet.

Note: *To have the highest amount of tax withheld, claim "0" personal allowances on line 1.*

B. Special withholding allowance.—You can claim the special withholding allowance **only** if you are single and have one job or you are married, have one job, and your spouse does not work.

If you can claim the special withholding allowance, enter "1" on line B of the Worksheet.

Note: *Use the special withholding allowance only to figure your withholding tax. Do not claim it when you file your tax return.*

C. Allowances for dependents.—You may claim one allowance for each dependent you will be able to claim on your Federal income tax return. Enter on line C of the Worksheet the total number of allowances you can claim for dependents.

D. Allowances for estimated tax credits.—If you expect to be able to take the earned income credit, credit for child and dependent care expenses, credit for the elderly, or residential energy credit, these credits may lower your tax. To avoid having too much withheld, you may claim extra allowances for these tax credits on line D of the Worksheet.

To enter the proper figure on line D of the Worksheet, you will have to use the "Tax Credit Table for Figuring Your Withholding Allowances" on the top of page 2.

Note: *Do not claim allowances for your earned income credit if you are receiving advance payment of it.*

E. Allowances for estimated itemized deductions and alimony.—If you expect to itemize your deductions or pay alimony during the year (or both), you may want to claim additional withholding allowances so you will have less tax withheld.

See Schedule A (Form 1040) to find out what deductions you can take and to estimate the amount of your deductions.

Note: *If you are paying alimony but will not itemize deductions, enter your estimate of alimony payments for the year on lines E1 and E3 (enter "0" on line E2). Divide the amount on line E3 by $1,000, and enter the result on line E4 of the Worksheet. Round-off any fraction to the nearest whole number.*

Line 2 of Form W-4

Additional amount, if any, you want deducted from each pay.—If you are not having enough tax withheld from your pay, you may ask your employer to withhold more by filling in an additional amount on line 2.

Often, married couples, both of whom are working, and single persons with two or more jobs, will need to have additional tax withheld.

Estimate the amount by which you will be underwithheld and divide that amount by the number of pay periods in the year. Enter the additional amount you want withheld each pay period on line 2.

Line 3 of Form W-4

Exemption from withholding.—You can claim exemption from withholding only if last year you did not owe any Federal income tax and had a right to a refund of all income tax withheld, and this year you do not expect to owe any Federal income tax and expect to have a right to a refund of all income tax withheld.

If you qualify check boxes 3a and b, write "EXEMPT" on line 3b and answer Yes or No to the question on line 3c.

If you want to claim exemption from withholding next year, you must file a new Form W-4 with your employer on or before April 30 of next year. If you are not having Federal income tax withheld this year, but expect to have a tax liability next year, the law requires you to give your employer a new Form W-4 by December 1.

If you are covered by the Federal Insurance Contributions Act, your employer must withhold social security tax from your pay.

Tax Credit Table for Figuring Your Withholding Allowances—See Example Below

Allowances ▶	0	1		2		3		4		5		6	
Estimated salaries and wages from all sources:	If the amount of estimated tax credits is:												
	Under	At least	But less than	At least	But less than	At least	But less than	At least	But less than	At least	But less than	At least	But less than
Part I Single Employees													
Under $5,000	**No additional allowances**												
5,000–15,000	250	250	500	500	700	700	900	900 or more					
15,001–25,000	350	350	700	700	1,000	1,000 or more							
25,001–35,000	550	550	950	950 or more									
Part II Head of Household Employees													
Under $5,000	**No additional allowances**												
5,000–20,000	150	150	400	400	650	650	900	900 or more					
20,001–35,000	1	1	300	300	650	650	1,000	1,000 or more					
35,001–45,000	450	450	850	850 or more									
Part III Married Employees (When Spouse is Not Employed)													
Under $8,000	**No additional allowances**												
8,000–15,000	200	200	350	350	500	500	700	700	800	800	950	950 or more	
15,001–25,000	250	250	500	500	700	700	950	950 or more					
25,001–35,000	300	300	650	650	950	950 or more							
35,001–45,000	650	650	1,050	1,050 or more									
Part IV Married Employees (When Both Spouses are Employed)													
Under $8,000	**No additional allowances**												
8,000–15,000	250	250	400	400	450	450 or more							
15,001–25,000	550	550	800	800	950	950 or more							

Example: *A taxpayer who expects to file a Federal income tax return as a single person estimates annual wages of $12,000 and tax credits of $650. The taxpayer uses Part I for single employees. The $12,000 falls in the wage bracket of $5,000 to $15,000 in the left column. Reading in the shaded area to the right, $650 falls within the estimated tax credits bracket of At least 500 But less than 700. Looking to the top of the column, the taxpayer finds that 2 allowances are permitted. The taxpayer enters "2" on line D of the Worksheet below.*

Worksheet to Figure Your Withholding Allowances to be Entered on Line 1 of Form W–4

(Letters on this worksheet are keyed to the letters in the line-by-line instructions on page 1)

A Personal allowances . . . . ▶ **A**

B Special withholding allowance (not to exceed 1 allowance—see instructions on page 1) . . . . ▶ **B**

C Allowances for dependents . . . . ▶ **C**

D Allowances for estimated tax credits (from Tax Credit Table for Figuring Your Withholding Allowances, above):

1 Find your filing status under Part I, II, III, or IV of the table.

2 Under your filing status, find your estimated salaries and wages in the left column.

3 Read the shaded amounts across to the right until you get to the amount of your estimated tax credits.

4 At the top of that column is the number of allowances you may take for your estimated tax credits. Enter the number of allowances . . . . ▶ **D**

E Allowances for estimated itemized deductions and alimony:

1 Enter the amount of your estimated itemized deductions, including alimony payments, for the year . . . . ▶ **1** $

2 Find your total estimated salaries and wages amount in the left column of the table below. Read across to the right and enter the amount from the column that applies to you. Enter that amount here (if claiming only alimony payments on line E1, enter "0" on line E2) . . . . ▶ **2** $

Estimated salaries and wages from all sources:	Single Employees (only one job)	Married Employees (one spouse working and one job only)	Employees with more than one job or Married Employees with both spouses working
Under $10,000	$2,800	$3,900	$4,000
10,000–30,000	2,800	3,900	5,800
30,001–40,000	3,500	3,900	8,000
Over $40,000	15% of estimated salaries and wages	13% of estimated salaries and wages	23% of estimated salaries and wages

3 Subtract line E2 from line E1 . . . . ▶ **3** $

4 Divide the amount on line E3 by $1,000 (round-off fractions to the nearest whole number). Enter here . . ▶ **E**

F Total (add lines A through E). Enter total here and on line 1 of Form W–4 . . . . ▶ **F**

Privacy Act of 1974

The Internal Revenue Code requires employees to fill out and give their employers a signed withholding allowance certificate that shows the number of withholding allowances an employee claims (section 3402(f)(2)(A) and its regulations). You are also required to give your social security number for proper identification and processing (section 6109 and its regulations).

If you do not fill out a withholding allowance certificate, you will be treated as a single person who claims no withholding allowances (sections 3402(l) and 3401(e)).

The main use of this information is to carry out the Internal Revenue laws of the United States. Routine uses of the information include giving it to the Department of Justice if they need it in connection with civil or criminal litigation, and to the States and District of Columbia for use in administering their tax laws.

At the time this form was printed, regulations were proposed which would require employers to send the IRS copies of certain Forms W–4.

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VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 19

1) LESSON TOPICS:

ESL

Business Letter Vocabulary, Parts, Styles, Uses

VOC

Beginning: Introduction to Typewriter (for New Students)

Advanced: Modified-Block Letter (Plain Paper)

2) BEHAVIORAL OBJECTIVES:

ESL

--To identify and explain parts of business letter.

VOC

Beginning:
--To identify home-row keys and type them without looking at hands.

Advanced:
--To type an acceptable business letter.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

Hand out three different styles of business letters, with parts identified. Pronounce each part and have students repeat pronunciation. Have each student give an example of a letter part.

Example: Teacher: "Please give an example of a salutation."
Student: "Dear Mr. Jones:"

(OBJECTIVES, continued) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 19

VOC

Beginning:

--Introduce the typewriter parts and their functions using the overhead projector, transparency of an electric typewriter and handouts illustrating typewriter (see Week 1).

--Discuss worksheet with picture of an electric typewriter. Have students fill in the blanks, identifying typewriter parts.

--Do Lesson 1 in Century 21 Typewriting.

--Demonstrate correct insertion and removal of paper. Evaluate each student as he/she inserts and removes paper.

--Review parts and functions using overhead projector.

--Do Lesson 2 in Century 21 Typewriting.

Advanced:

--Give oral quiz on parts of typewriter and their functions. Use overhead projector and transparencies having an electric typewriter and its parts, correlating with typewriter handout.

--Evaluate all letter keys - P.28-15C in Century 21 Typewriting.

--Evaluate typing speed - P.28-15D, 3 one-minute timed writings on a paragraph using all letter keys.

--Have students type P.38-21C, review of the "8" and the "1".

--Introduce modified-block letter (P.92). Explain style and typing methods to be used.

--Type rough draft of letter on P.92. Circle all errors for correction.

EVALUATION: Watch students' operation of typewriter; correct quiz.

4) NEW VOCABULARY:

See dialogue for ESL (attached worksheet for vocabulary).

5) MATERIALS NEEDED:

Typewriters, paper, Century 21 Typewriting, transparency and overhead projector, parts of the typewriter worksheet (part of Week 1), modified-block letter style handout or other illustration.

6) LESSON EVALUATION:

PARTS OF THE TYPEWRITER

1. LEFT MARGIN STOP - Push in and move to the left or right to set the left margin. Usually set at 20 for business letters.

2. LEFT PLATEN KNOB - Rolls the platen roller up or down to insert and remove paper from the typewriter.

3. PAPER GUIDE - The paper should be inserted with the left edge up against the paper guide to keep it straight. The paper guide is usually set on 0 for normal size paper.

4. PAPER TABLE - Numbered from left to right with the spaces on the typewriter. Used to line up the paper guide at 0.

5. PAPER BAIL - The metal bar that holds the paper flat against the typewriter.

6. PAPER BAIL ROLL - The rubber rollers on the paper bail.

7. LINE-SPACE REGULATOR - Can be set on single space (type on every line), or double space (type on every other line).

8. PAPER RELEASE - Releases the paper from the typewriter. When inserting paper use to release and straighten paper and when removing paper use before pulling paper out of typewriter.

9. RIGHT PLATEN KNOB - Same as left platen knob.

10. RIGHT MARGIN STOP - Same as left margin stop, usually set on 80 for business letters.

11. RETURN KEY - Returns the element to the left margin at the end of a line.

12. ON-OFF SWITCH - Turns on the power to the electric typewriter.

BUSINESS LETTERS

VOCABULARY

STYLES

1. BLOCK - each line begins at the left margin, no paragraph indentions.

2. MODIFIED BLOCK - date line and complimentary close begin at center (50), no paragraph indentions.

3. MODIFIED BLOCK-INDENTED - date line and complimentary close begin at center, paragraphs are indented.

PUNCTUATION

1. MIXED - Colon (:) after salutation
   Comma (,) after complimentary close

2. OPEN - NO punctuation after salutation or complimentary close.

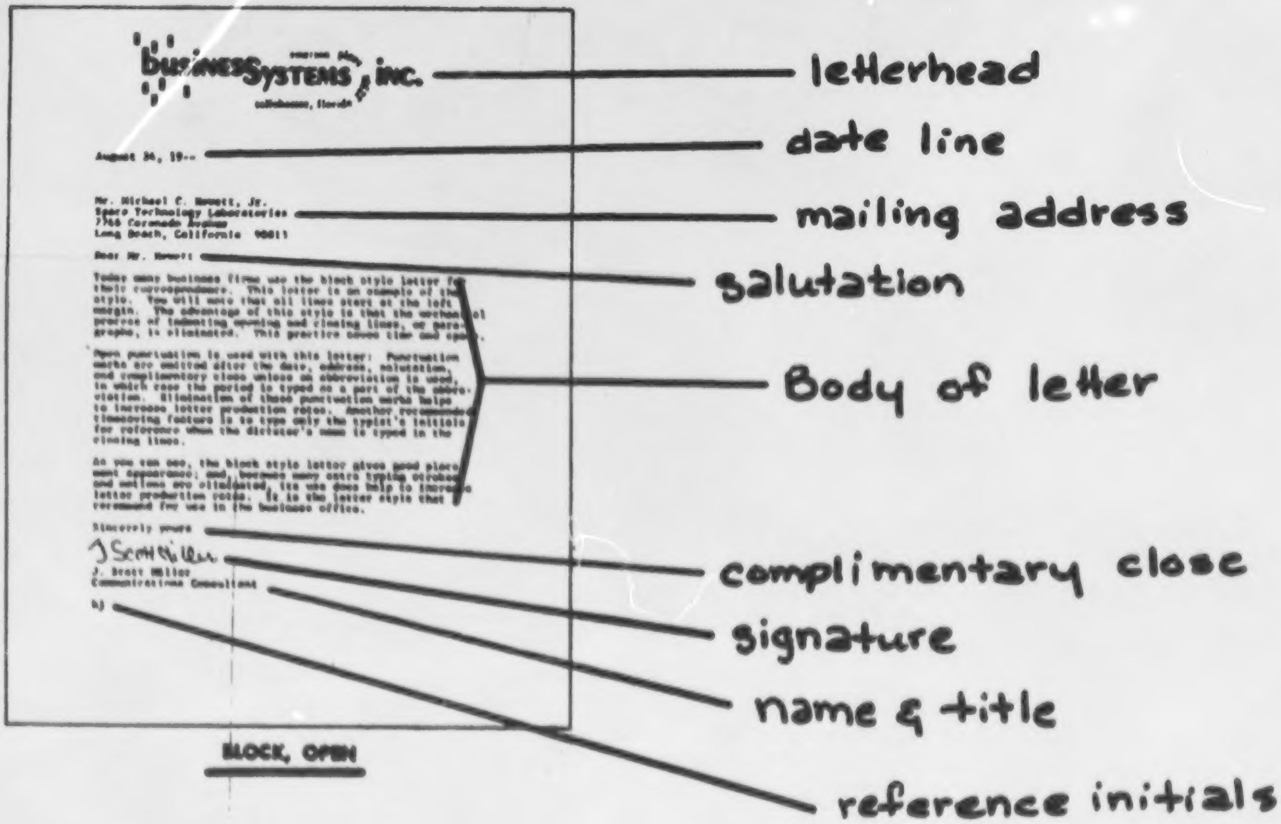
3. REFERENCE INITIALS - the typist's initials, at left margin, double spaced below complimentary close, small letters.

4. ENCLOSURE - used when something besides the letter is enclosed in the envelope. Typed at left margin, double spaced below reference initials.

5. CARBON COPY - cc is typed at the left margin and is double spaced below the reference initials or enclosure.

LETTERHEAD - Business stationery with the business name and address imprinted at the top of the paper. Eliminates the need to type the return address.

LENGTH OF LETTER	WORDS	LENGTH OF LINE	DATE LINE
short	0-100	50 space line (margins 25 & 75)	line 15
average	100-300	60 space line (margins 20 & 80)	line 15
long	300 +	70 space line (margins 15 & 85)	line 15



business Systems, inc.
tallahassee, florida

August 24, 19--

Mr. Michael C. Hewett, Jr.
Space Technology Laboratories
7768 Coronado Avenue
Long Beach, California 90811

Dear Mr. Hewett

Today many business firms use the block style letter for their correspondence. This letter is an example of that style. You will note that all lines start at the left margin. The advantage of this style is that the mechanical process of indenting opening and closing lines, or paragraphs, is eliminated. This practice saves time and space.

Open punctuation is used with this letter: Punctuation marks are omitted after the date, address, salutation, and complimentary close unless an abbreviation is used, in which case the period is typed as a part of the abbreviation. Elimination of these punctuation marks helps to increase letter production rates. Another recommended timesaving feature is to type only the typist's initials for reference when the dictator's name is typed in the closing lines.

As you can see, the block style letter gives good placement appearance; and, because many extra typing strokes and motions are eliminated, its use does help to increase letter production rates. It is the letter style that I recommend for use in the business office.

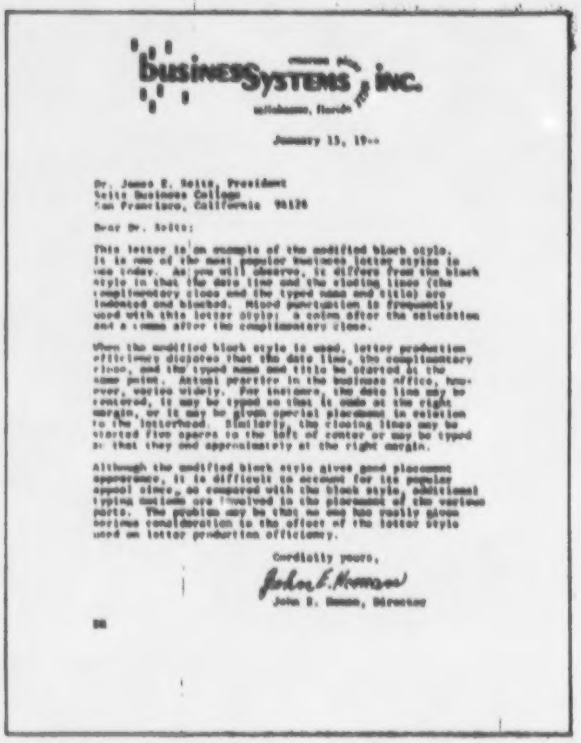
Sincerely yours

J Scott Miller

J. Scott Miller
Communications Consultant

hj

BLOCK, OPEN



business Systems, inc.
tallahassee, florida

January 13, 19--

Dr. James E. Seitz, President
Seitz Business College
San Francisco, California 94126

Dear Dr. Seitz:

This letter is an example of the modified block style. It is one of the most popular business letter styles in use today. As you will observe, it differs from the block style in that the date line and the closing lines (the complimentary close and the typed name and title) are indented and blocked. Mixed punctuation is frequently used with this letter style: a colon after the salutation and a comma after the complimentary close.

When the modified block style is used, letter production efficiency dictates that the date line, the complimentary close, and the typed name and title be started at the same point. Actual practice in the business office, however, varies widely. For instance, the date line may be centered, it may be typed so that it ends at the right margin, or it may be given special placement in relation to the letterhead. Similarly, the closing lines may be started five spaces to the left of center or may be typed so that they end approximately at the right margin.

Although the modified block style gives good placement appearance, it is difficult to account for its popular appeal since, as compared with the block style, additional typing motions are involved in the placement of the various parts. The problem may be that no one has really given serious consideration to the effect of the letter style used on letter production efficiency.

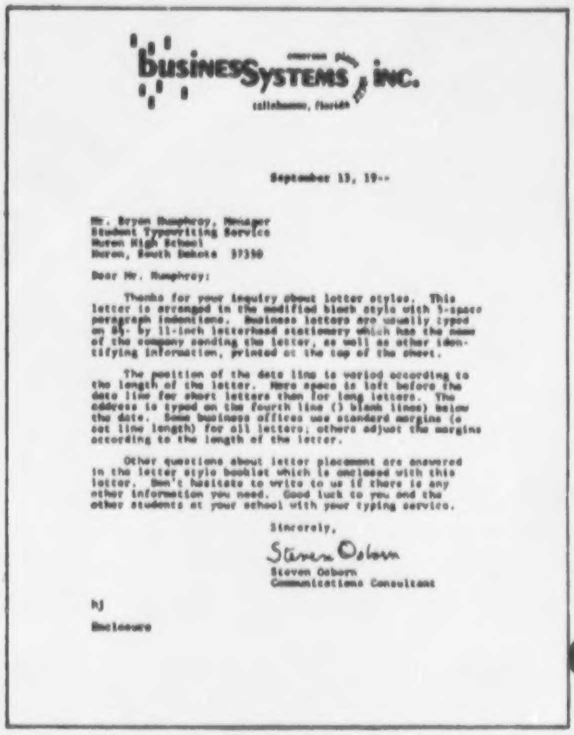
Cordially yours,

John E. Hanson

John E. Hanson, Director

bh

MODIFIED BLOCK, MIXED



business Systems, inc.
tallahassee, florida

September 13, 19--

Mr. Bryan Humphrey, Manager
Student Typewriting Service
Huron High School
Huron, South Dakota 57350

Dear Mr. Humphrey:

Thanks for your inquiry about letter styles. This letter is arranged in the modified block style with 5-space paragraph indentions. Business letters are usually typed on 8½- by 11-inch letterhead stationery which has the name of the company sending the letter, as well as other identifying information, printed at the top of the sheet.

The position of the date line is varied according to the length of the letter. More space is left before the date line for short letters than for long letters. The address is typed on the fourth line (3 blank lines) below the date. Some business offices use standard margins (a set line length) for all letters; others adjust the margins according to the length of the letter.

Other questions about letter placement are answered in the letter style booklet which is enclosed with this letter. Don't hesitate to write to us if there is any other information you need. Good luck to you and the other students at your school with your typing service.

Sincerely,

Steven Osborn

Steven Osborn
Communications Consultant

hj

Enclosure

MODIFIED BLOCK, INDENTED ¶s, MIXED

stylized promotions, inc.
3569 Lindell Boulevard • St. Louis, MO 63103 • (314) 356-8894

169C, Problem 1, page 257

stylized promotions, inc.
3569 Lindell Boulevard • St. Louis, MO 63103

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 20

1) LESSON TOPICS:

ESL

Business Letter Review, Abbreviations of States and Zip Codes, The Envelope and Memorandum, Filing

VOC

Beginning: Typing, Introduction to Filing

Advanced: Modified-Block Style (on Letterhead), Envelope and Filing quiz.

2) BEHAVIORAL OBJECTIVES:

ESL

--To correctly use vocabulary related to envelope, memorandum and filing.
--To identify parts of envelope and memorandum.
--To state the types of filing.
--To say the zip code of a town/city where students live.
--To say the states represented by two-letter abbreviations.

VOC

Beginning:
--To complete Lessons 3 and 4 in typing book (learn letters).
--To demonstrate understanding of the four types of filing.

Advanced:
--To know all number and symbol keys.
--To type an acceptable modified-block business letter, using letterhead and envelope.
--To demonstrate ability to file numerically, chronologically, alphabetically, and by subject matter.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

1. Review business letter vocabulary, parts, uses, and styles.
2. Explain purpose of abbreviations of states; of zip codes. Develop lesson unit based upon students' responses and apparent levels of understanding.
3. Introduce business envelope. Distribute handout with illustration. Ask students the name of each. Correct students as needed. Distribute properly-addressed envelope properly labeled. Pronounce the name of the envelope and have students point to it.
4. Explain handout of memorandum. Explain use and identify parts. Distribute memo pads. Split students into 2's. Have one student call and the other answer using dialogue. Student should fill out memo according to dialogue being used, then reverse the roles.
5. Introduce filing vocabulary and types.

(OBJECTIVES) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 20

VOC: Beginning:

Day 1:
1. Have students type Lesson 3, P.7.
2. Observe and correct technique individually.
3. Reinforce filing introduced in ESL lesson, using examples on the blackboard and oral questioning of each student. Use verbal rather than written reinforcement because of language problem of beginning group.

Day 2:
1. Have students type Lesson 4, P.9.
2. Observe and correct technique individually.
3. Give worksheet on Filing* (chronological, numerical, and alphabetical). Because of limited language skills in this group, it may be necessary to omit the filing handout and give an oral demonstration with a Spanish interpretor. Explain the rules, also in the home language, if necessary. Give examples on the chalkboard. Question students frequently.

Advanced:

Day 1:
1. Have students type P.39-22C to review "(,) (.) and 4", then....
2. Finish modified-block letter from p.92 on plain white paper.
3. Introduce the business letter on letterhead paper.
4. Assign students to letter on letterhead using same style as on P.94. Have students correct all errors with Liquid Paper and Ko-Rec-Type, then type envelope. Show students how to fold letter for legal-size envelope.
5. Filing Quiz - Students have a good grasp of filing rules but need more work on agricultrual filing vocabulary. The quiz covers this deficiency.

Day 2:
1. Have students type P.41-23C to review "$ and 7" then....
2. Finish letter from P.94 (modified-block on letterhead). Type envelope.
3. Review filing hand-out and filing test.
4. Cover worksheet concerning subject filing in an agricultural office (same as #5 above).
5. If time permits, have students type a half-page memorandum, the same as that handed out in ESL lesson.

4) **NEW VOCABULARY:** Continued reinforcement of the typewriter parts and new vocabulary from the filing introduction, memorandum and envelope.

5) **MATERIALS NEEDED:** Typing book, filing vocabulary and worksheet, handouts, of; envelope, memorandum, abbreviations and zip codes

6) **LESSON EVALUATION:** ESL: Students needed more work on directions.
Advanced: Students have a good grasp of filing rules but need more work on vocabulary of ag-related filing. The second worksheet (Day #2) was aimed at this deficiency.

Typing - need to stress neatness and accuracy on business letters. Most had never learned the correct way to correct typing errors. Students need work on the use of Liquid Paper and Ko-Rec-Type.

Vocational-Beginning: Because of limited language skills in the beginning group, it was necessary to omit the filing handout used with the advanced group and to give an oral demonstration (with a Spanish-speaking interpretor). Rules were explained in English & Spanish with examples on the chalkboard.

---

*Filing is presented initially as a complete unit in Week 9 lesson plan. (Included are the vocabulary and worksheets, but not the filing quiz.)

MEMORANDUM

DATE: ________________

TO: ________________

FROM: _________________________

RE: _______________________

Memorandum on the Block Style

This memorandum is typed in what is known as the block style. When block style is used, all lines (including the date and the subject lines) begin at the left margin. Single-spacing is used with double-spacing (one blank line space) separating the paragraphs.

The use of the block style for typing announcements and memorandums in both schools and offices is very common today. In addition, its use in typing personal and business letters is growing as its timesaving features are recognized.

cla

May 1, 1980

SUBJECT: Two Methods for Determining the Center of a Column.

Mechanical Method. Determine the longest item in the column and position the carriage so that the first character of that item is at the printing point. Next, space forward once for each two strokes in the item (ignoring an odd or leftover one). The column center is the point where the forward spacing ends.

Mathematical Method. Determine the longest item and position the carriage as in the mechanical method. Next, note on the cylinder scale the figure above the printing point (the beginning of the item) then move the carriage to the last character of the item and note on the scale the figure above the printing point. Finally, add those two figures and divide the sum by 2. The resulting number is the center of the column.

ZIP

Use the new two-letter abbreviations for the state names on letters and envelopes, as well as on postal cards.

For standardization, leave 1-3 spaces before a ZIP.

Type on-arrival directions, like CONFIDENTIAL OR PLEASE FORWARD, four lines below the return address, not below the main forwarding address.

Block the address lines. Do not indent them.

SINGLE SPACE THE ADDRESS LINES, no matter how many of them there are.

The following Zip abbreviations have been assigned to the states:

STATE	ZIP	STATE	ZIP
Alabama	AL	Montana	MT
Alaska	AK	Nebraska	NB
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticut	CT	New York	NY
Delaware	DE	North Carolina	NC
D. C.	DC	North Dakota	ND
Florida	FL	Ohio	OH
Georgia	GA	Oklahoma	OK
Hawaii	HI	Oregon	OR
Idaho	ID	Pennsylvania	PA
Illinois	IL	Puerto Rica	PR
Indiana	IN	Rhode Island	RI
Iowa	IA	South Carolina	SC
Kansas	KS	South Dakota	SD
Kentucky	KY	Tennessee	TN
Louisiana	LA	Texas	TX
Maine	ME	Utah	UT
Maryland	MD	Vermont	VT
Massachusetts	MA	Virginia	VA
Michigan	MI	Washington	WA
Minnesota	MN	West Virginia	WV
Mississippi	MS	Wisconsin	WI
Missouri	MO	Wyoming	WY

The return address on all envelopes and postal cards begins on the third line down with the name of the sender followed by his address on the 4th and 5th lines. This should be indented 5 spaces from the left edge of the card or envelope.

The placement for the sending address (who the letter or card is to) is on the 12th line down and 2 inches (20 pica, 25 elite) in from the left edge of the envelope or card. On large envelopes, begin on Line 14, 4 inches (40 pica or 50 elite spaces) from the left edge.

DO LEARN TO ADDRESS ENVELOPES AND CARDS CORRECTLY!

ENVELOPE SAMPLES

LETTERHEAD ENVELOPE - SMALL

Return Address - Printed on envelope

Mailing Address - Begin address on line 13, set left margin on 30

CENTURY 21
SCHOOL/OFFICE EQUIPMENT CO.
612 North Ave   New Rochelle, NY 10802

Mr. R. J. Wood, Auditor
Brown, Madsen, and Williams
4618 Porter Avenue
Kansas City, MO 64106

PLAIN ENVELOPE - SMALL

Return Address - Begin on line 2, set left margin on 3

Mailing address - Begin address on line 13, set left margin on 30

CENTURY 21
School/Office Equipment Co.
612 North Avenue
New Rochelle, NY 10802

Mr. R. J. Wood, Auditor
Brown, Madsen, and Williams
4618 Porter Avenue
Kansas City, MO 64106

LETTERHEAD ENVELOPE - LARGE (BUSINESS SIZE)

Return Address - printed on envelope

Mailing Address - Begin on line 16, set left margin on 48

stylized promotions, inc.
3569 Lindell Boulevard • St. Louis, MO 63103

Mr. R. J. Wood, Auditor
Brown, Madsen, and Williams
4618 Porter Avenue
Kansas City, MO 64106

CENTURY 21
SCHOOL/OFFICE EQUIPMENT COMPANY
512 NORTH AVENUE NEW ROCHELLE, NY 10802 914/636-6803

[55]

CENTURY 21
SCHOOL/OFFICE EQUIPMENT CO.
512 North Ave New Rochelle, NY 10802

62B, page 97
(61C, Problem 2, page 97)

184

FILING VOCABULARY

FILING - A systematic method of storing materials so that they can be found easily and quickly.

FILE FOLDER - A special labeled folder used to keep filed materials in.

FILE CABINET - A cabinet with drawers that file folders are kept in.

ALPHABETICAL FILING - Filing material in alphabetical order by name (from A to Z).

NUMERICAL FILING - Filing material by it's document number (for example; a check number or an invoice number) filed from the lowest number to the highest number.

CHRONOLOGICAL FILING -Filing material by it's date, with the newest material in front and the oldest in back. (For example; by the billing date or due date.)

SUBJECT FILING - Filing material by it's subject or topic (for example; a recipe box).

FILING RULES

1. Names of people are alphabetized last name first:

EXAMPLE	CORRECT ALPHABETIC ARRANGEMENT
Charles Bond	Bond, Charles
Charles E. Bond	Bond, Charles E.
Charles Bonde	Bonde, Charles
Doris Brown	Brown, Doris
Albert D'Arcy	D'Arcy, Albert
Jean De Angelo	DeAngelo, Jean

2. An initial always comes before a full name beginning with the same letter.

EXAMPLE	CORRECT ALPHABETIC ARRANGEMENT
D. Casey	Casey, D.
Daniel Casey	Casey, Daniel
R.A. Clark	Clark, R.A.
Robert A. Clarkson	Clarkson, Robert A.

3. Names of business firms are arranged for filing exactly as they are written. If the word "The" preceeds the business name, it is placed after the name in filing

EXAMPLE	CORRECT ALPHABETIC ARRANGEMENT
Harrison Cleaners	Harrison Cleaners
The Herr Jewelry Store	Herr Jewelry Store (The)
Judy's Dress Shop	Judy's Dress Shop

EXCEPTION TO RULE 3:

If the business firm's name contains the full name of an individual, it is filed last name first as in Rule 1.

EXAMPLE	CORRECT ALPHABETIC ARRANGEMENT
John Barry Print Shop	Barry, John, Print Shop
Henry Jones Hardware Co.	Jones, Henry, Hardeware Co.
Ann Rainey Sauna and Spa	Rainey, Ann, Sauna and Spa
Howard Thomas Attorney At Law	Thomas, Howard, Attorney At Law

Key

FILING QUIZ / WORKSHEET

① **NUMERICAL FILING:** Using the numerical invoice cards, put the invoice numbers in numerical order - lowest number to highest number. Then write the numbers in correct order below.

1. 199 2. 232 3. 1,001 4. 1,012 5. 5,143

6. 6,549 7. 6,603 8. 8,061 9. 33,340 10. 33,342

② **ALPHABETICAL FILING:** Using the Farm Supply Business names, put the cards in alphabetical order - A to Z. Then write them in correct order below.

1. A & D Farm Equip 2. ASL Chaffer Co 3. Allied Machine

4. Allis Chalmers Imp 5. Austin products 6. B & B MFG Co.

7. Best Manufact 8. Big R 9. C.B Hay Co

10. Case Farm Equip.

③ **CHRONOLOGICAL FILING:** Using the date cards, put the dates in chronological order - most recent date to oldest date. Then write them in correct order below.

1. Sep. 16, 1980 2. July 25, 1980 3. June 21, 1980

4. June 16, 1980 5. May 6, 1980 6. March 17, 1980

7. March 4, 1980 8. March 3, 1980 9. Feb. 20, 1980

10. Jan 12, 1980

CLASS ________________ NAME ________________________________

FILING QUIZ / WORKSHEET

1. NUMERICAL FILING: Using the numerical invoice cards, put the invoice numbers in numerical order - lowest number to highest number. Then write the numbers in correct order below.

1. ________ 2. ________ 3. ________ 4. ________ 5. ________

6. ________ 7. ________ 8. ________ 9. ________ 10. ________

2. ALPHABETICAL FILING: Using the Farm Supply Business names, put the cards in alphabetical order - A to Z. Then write them in correct order below.

1. ________________ 2. ________________ 3 ________________

4. ________________ 5. ________________ 6 ________________

7. ________________ 8. ________________ 9 ________________

10. ________________

3. CHRONOLOGICAL FILING: Using the date cards, put the dates in chronological order - most recent date to oldest date. Then write them in correct order below.

1. ________________ 2. ________________ 3. ________________

4. ________________ 5. ________________ 6. ________________

7. ________________ 8. ________________ 9. ________________

10. ________________

March 3, 1980

Jan. 12, 1980

June 16, 1980

March 4, 1980

Feb. 20, 1980

Sept. 16, 1980

June 21, 1980

March 17, 1980

July 25, 1980

May 6, 1980

INVOICE NO. 6,603

INVOICE NO. 1,001

INVOICE NO. 1,012

INVOICE NO. 33,340

INVOICE NO. 232

INVOICE NO. 5,143

INVOICE NO. 8,061

INVOICE NO. 33,342

INVOICE NO. 199

INVOICE NO. 6,549

A & D FARM EQUIPMENT

ASL CHAFFER CO.

ALLIED MACHINE & WELDING

ALLIS-CHALMERS IMPLEMENTS

AUSTIN PRODUCTS INC.

B & B MFG. CO.

BEST MANUFACTURING CO.

BIG R

C B HAY CO.

CASE FARM EQUIPMENT

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 21

1) LESSON TOPICS:

ESL

Mail-Handling Vocabulary and Purpose

VOC

Beginning: New Keys; "i, t, period (.), r, o, and c"; Mail-Handling Procedures

Advanced: Modified-Block Letter without Indentions"; Mail-Handling Procedures

2) BEHAVIORAL OBJECTIVES:

ESL

--To properly pronounce and use mail-handling vocabulary.
--To explain the importance of proper mail handling, using basic terms.

VOC

Beginning:
--The student will learn the keys for "i, t, (.), r, o and c".
--The student will verbally demonstrate an understanding of the mail-handling procedures in classroom discussion.

Advanced:
--The student will know the keys for "&, 2, ", and 6" (review).
--The student will type an acceptable letter on letterhead paper.
--The student will demonstrate an understanding of mail-handling procedures.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

A) After defining and explaining purpose of proper mail-handling procedures introduce basic vocabulary associated with:
   1) Incoming Mail Concerning: steps of receiving, dating, posting, distributing and filing.
   2) Outgoing Mail Concerning: postage rates, meter, classes, wrapping specifications, money order and other special services.

B) Give handouts to help explain the above. Go over each. Use postage meter and postage rate chart to clarify difference in postage costs due to mail going first, second, or third class.

(OBJECTIVES, continued) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 21

VOC

Beginning:

Day 1:
1. Type P.11 & 12, Lesson 5, in Century 21 Typewriting. Introduce "i, t and (.)" and review all known keys.
2. Review homework (filing worksheet).
3. Discuss incoming mail procedures.
4. Do mail-handling worksheet in class orally, because of language difficulties.

Day 2:
1. Type P.12 & 13, Lesson 6, in Century 21 Typewriting. Introduce "r, o and c" and review all known keys.
2. Discuss handout on outgoing mail procedures.

Advanced:

Day 1:
1. Type P.42-24C in Century 21 Typewriting - Review "& and 2".
2. Finish Modified-Block Style letters from P.92 and 94.
3. Review homework (subject filing worksheet).
4. Discuss procedures for handling incoming mail.
5. Give homework (worksheet on sorting and registering mail).
6. Type P.44-25C in Century 21 Typewriting. Review "6".

Day 2:
1. Introduce typing envelopes and folding letters for large and small envelopes.
2. Type three envelopes (small-plain, small-letterhead, and large-letterhead) from the letter on P.94.
3. Review homework from Day 1.
4. Introduce out-going mail handling procedures.

4) NEW VOCABULARY:

See handouts.

5) MATERIALS NEEDED:

Century 21 Typewriting book, envelopes, mail-handling vocabulary and handouts

6) LESSON EVALUATION:

Typing Lessons (Beginning): No problems.
(Advanced): Students had some problems with placement of the mailing and return addresses on the envelope. Students needed individual help to apply written instructions. Need to stress the importance of following instructions and the difference between the mailing and return addresses.

Other problems were; 1) Identifying words in the addresses to capitalize, and 2) transferring the addresses from letterhead to envelope. Also the difference in appearance of the addresses on printed letterhead versus those typewritten confused the students. It is important for the students to have an exact model-address to copy on their practice envelopes to help with transferring them.

Mail-Handling Lessons (Beginning): Due to difficulties with English, this group was unable to do the homework and worksheets on their own. (Advanced): This lesson went over well except for a few things. The students, again, showed problems in following written instructions (apparently because of language barriers) and needed to do some of the problems on the worksheet together as a class to get a good understanding of what they were supposed to do.

INCOMING MAIL HANDLING PROCEDURES

VOCABULARY

Incoming Mail - The mail received in a business office each day.

Sorting Mail - Sorting the mail and putting the same types of mail together.

Dating Mail - Stamping or writing the date the mail was received on each piece of mail.

Mail Register - A permit record of the mail or special types of mail received. Usually only found in large businesses.

TYPES OF MAIL

Personal or Confidential - Should only be opened by the person it is addressed to. Usually marked "personal" or "confidential" on the envelope. If opened by mistake, reseal the envelope with tape and and print on the envelope, "opened by mistake" and your name.

Advertisements - Sent out by another business to advertise a product or service. Some employers wish to see all mail, others may instruct you to discard this type of mail.

Magazines & Newspapers - Usually given directly to the employer.

Checks & Money - Some businesses receive checks and cash payments through the mail. These are seperated from the regular mail and put in a safe place for deposit.

Correspondence - Personal and business letters are usually delivered to the person they are addressed to unopened. But your employer may direct you to open this type of mail too.

MAIL HANDLING PROCEDURES

1. Seperate letters marked "personal" or "confidental" or addressed to an individual. Stamp or write the date received on the outside of the envelope on a blank spot. These letters should be delivered unopened.
2. Open and read all other pieces of mail.
3. Inspect each letter as you open it and make sure any enclosures mentioned are attached to the letter.
4. Check to make sure that the return address is on the letter. If not, attach the envelope to the letter.

5. Stamp or write the date the mail was received on each piece of mail. Make sure you don't stamp or write over anything written on the letter.

6. Make sure the envelope is empty before you throw it away.

7. If mail is recorded in a mail register in your office it should be recorded before it is distributed.

MAIL REGISTERS

General Mail Register - A register in which all mail received is recorded.

Insured, Special-Delivery, and Registered Mail Register - A register in which these three special types of mail are recorded.

Mail Expected Under Seperate Cover Register - A register in which mail which is expected in the future is recorded so you know when to expect it and it can be watched for.

MAIL REGISTER

DATE RECEIVED	DESCRIPTION (type of mail)	FROM (name & address)	DATE SENT	ADDRESSED TO

INSURED, SPECIAL-DELIVERY, AND REGISTERED MAIL

Received		From Whom		For	Kind of Mail Received
Date	Time	Name	Address	Department or Individual	

MAIL EXPECTED UNDER SEPARATE COVER

Date of Entry	Article	From Whom	Date Sent	Department	Individual	Date Received

CLASS ____________________________ NAME ______________________________

INCOMING MAIL HANDLING PROCEDURES

The seven steps in the mail handling procedure are listed below. Put them in the correct order.

1. ___
2. ___
3. ___
4. ___
5. ___
6. ___
7. ___

a. Check to make sure each piece of mail has a return address on the letter. If not attach the envelope to the letter.

b. Record the mail on the mail register if one is used in your office.

c. Open and read all other pieces of mail.

d. Separate mail marked "personal" or "confidental" or addressed to an individual and deliver it unopened.

e. Inspect each letter as you open it and make sure any enclosures mentioned are attached to the letter.

f. Make sure the envelopes are empty before you throw them away.

g. Date all mail.

SORTING INCOMING MAIL

The following mail was delivered to your office today. Indicate how it should be sorted by putting the letter of the correct classification by each piece of mail.

a. Advertisements - opened by secretary

b. Bills - opened by secretary

c. Checks and money - opened by secretary, set aside for deposit

d. Personal letters - deliver unopened

e. Farm Publications - Opened by secretary

f. General Mail (does not fit into above categories) - opened by secretary

___ 1. A brochure advertising a new type of weed spray.

___ 2. A letter addressed to Mr. Tom Jordan (the owner) from another farmer.

___ 3. A magazine from the Almond Association.

___ 4. A letter addressed to Jordan Farms and marked "confidental".

___ 5. A bill from Modesto Farm Supply.

___ 6. A check from the Almond Association.

___ 7. A catalog from Dave Wilson Nurseries.

___ 8. A bill from Texaco (gasoline).

___ 9. A letter addressed to Mrs. Tom Jordan.

___ 10. A letter addressed to Jordan Farms from the State Department of Agriculture.

___ 11. A newsletter from the California Farm Bureau.

___ 12. A letter addressed to Tom Jordan and Marked "personal".

___ 13. A letter addressed to Jordan Farms From the State Franchise Tax Board.

___ 14. A bill from Cal-Farm Insurance.

___ 15. A letter addressed to "occupant" from a local charity.

___ 16. A bank statement from U.C.B.

___ 17. A brochure advertising fertilizers.

___ 18. A bill from Turlock Farm Equipment.

___ 19. A bill from Pacific Gas & Electric (P.G. & E.)

___ 20. A package from Speedy Printing Co.

OUTGOING MAIL HANDLING PROCEDURES

VOCABULARY

Outgoing mail - Mail sent by the business.

Zip Code - The number that follows the state abbreviation in the address. The Zip Code helps to identify the area to which the letter is being sent. Every piece of mail should include the correct Zip Code in the address. The two letter state abbreviation is used with the Zip Code.

Enclosure - Something that is included in the envelope along with the letter. A form, picture, document, ect.

Carbon Copy - A copy of the letter to be kept for the office files or sent to another person. Often a copying machine is used to make a copy of the letter rather than making a carbon copy.

Postage - The stamps to pay for the mailing of the letter.

Postage Meter - A machine that prints the postage and postmark on the mail. Often found in larger offices.

Signature - The hand written name of the person sending the letter. Should by signed by the employer (or his secretary in some situations).

Local Mail - Mail that is sent to an address in the same town or city.

Out-of-town Mail - Mail sent to an address in a different city.

MAILING CHECK LIST

1. Is the letter signed?
2. Is the letter typed neatly and correctly and have any errors been corrected?
3. Is the mailing address and the person's name correct on the letter and the envelope? Is the Zip Code included?
4. Do the letter and the envelope have the correct return address?
5. If there are enclosures, are they in the envelope with the letter?
6. If necessary, has a copy of the letter been made for the file or to send to someone else?
7. Is the envelope sealed?
8. Does the envelope have the correct postage? (Refer to a postage chart - available from the post office.)

TWO-LETTER ABBREVIATIONS FOR STATE, DISTRICT, AND TERRITORY NAMES

Alabama	Al
Alaska	AK
Arizona	AZ
Arkansas	AR
California	CA
Canal Zone	CZ
Colorado	CO
Connecticut	CT
Delaware	DE
District of Columbia	DC
Florida	FL
Georgia	GA
Guam	GU
Hawaii	HI
Idaho	ID
Illinois	IL
Indiana	IN
Lowa	LA
Kansas	KS
Kentucky	KY
Louisiana	LA
Maine	ME
Maryland	MD
Massachusetts	MA
Michigan	MI
Minnesota	MN
Mississippi	MS
Missouri	MO
Montana	MT
Nebraska	NE
Nevada	NV
New Hampshire	NH
New Jersey	NJ
New Mexico	NM
New York	NY
North Carolina	NC
North Dakota	ND
Ohio	OH
Oklahoma	OK
Oregon	OR
Pennsylvania	PA
Puerto Rico	PR
Rhode Island	RI
South Carolina	SC
South Dakota	SD
Tennessee	TN
Texas	TX
Utah	UT
Vermont	VT
Virgin Islands	VI
Virginia	VA
Washington	WA
West Virginia	WV
Wisconsin	WI
Wyoming	WY

POSTAGE RATES EFFECTIVE JULY 6, 1979

FIRST CLASS (15¢ 1ST OZ., 13¢ EA. ADD'L OZ.)

1	OZ.	15¢	8	OZ.	1.06
2	"	28¢	9	"	1.19
3	"	41¢	10	"	1.32
4	"	54¢	11	"	1.45
5	"	67¢	12	"	1.58
6	"	80¢			
7	"	93¢			

POST CARDS
10¢ SINGLE

SPECIAL DELIVERY FEE
$2.10 PLUS POSTAGE

LIBRARY RATE

17¢ PER POUND
6¢ EA. ADD'L
LB. UP TO 7 LBS.
5¢ EA. ADD'L LB.
OVER 7 LBS.

THIRD CLASS (SINGLE PIECE RATE)

2	OZ.	20¢	10	OZ	79¢
4	"	40¢	12	"	92¢
6	"	53¢	14	"	1.05
8	"	66¢	15.999	"	1.18

2ND CL. TRANSIT

10¢ 1ST 2 OZ.
6¢ EA. ADD'L
OZ. OR FRACTION

BOOK RATE (SPECIAL 4TH CLASS RATE)

59¢ FIRST POUND, 22¢ EA. ADD'L POUND
UP TO 7 LBS. 13¢ EA. ADD'L POUND OVER 7 LBS.

CLASSES OF DOMESTIC MAIL

FIRST-CLASS MAIL

First-class mail, which assures privacy of contents, consists of typewritten or handwritten matter, bills, and statements of account. Transported on planes, first-class mail can weigh up to 70 pounds; however, it is referred to as *priority* mail if it weighs over 13 ounces. Per-ounce rates apply on mailings weighing 13 ounces or less. Mailings that exceed letter size should be marked "First Class" on all sides.

SECOND-CLASS MAIL

Publishers are the primary users of second-class mail. Most common mailing types include unsealed newspapers, magazines, and other periodicals. A special permit to use the second-class privilege is granted by the Postal Service upon approval of an application.

THIRD-CLASS MAIL

This class of mail is commonly used for large advertising mailings from businesses or nonprofit organizations. Either printed materials or parcels weighing less than 16 ounces can be mailed third class. Single-piece and bulk rates are both offered. Those contemplating an advertising mail-out should contact the local postmaster to find out appropriate regulations and fees, since there are a number of categories for third-class mail.

If sealed, third-class mail must be labeled below the stamp position.

FOURTH-CLASS MAIL

Library &
(Book Rate)

Most merchandise and printed matter that fits into none of the preceding classifications and that weighs 16 ounces or more can be mailed parcel post. There are maximum weight and size restrictions, but the restrictions relate to the size of the parcel and the classification of the handling post office. When attempting to mail packages over 40 pounds, or those over 84 inches in length and girth combined, ask for advice from the mailing post office.

Parcel post mailing costs are based on weight and distance to be shipped. First-class rates must be paid on any communication enclosed within a parcel post package other than one that identifies the contents of the parcel (packing list, invoice, etc.) The first-class message can be enclosed in an envelope, stamped, and attached to the outside of the package. Or the message may be enclosed with the contents, but only if "Letter Enclosed" appears on the outside of the parcel. Enough first-class postage must be attached to the outside to cover mailing of the letter inside.

EXPRESS MAIL

A U.S. Postal Service experiment, Express Mail—Regular Service, is a guaranteed overnight delivery service on anything that is mailable up to 40 pounds. It includes merchandise, letters, data processing cards, film, microfilm, magnetic tapes, repair parts, payroll checks, engravings, etc.

Downtown-to downtown or downtown-to-addressee service is available. If submitted by 5 p.m. to a post office having an Express Mail window, downtown-to-downtown items can be picked up by 10 a.m. the next day at the destination post office. Downtown-to-addressee items will be delivered by 3 p.m. the next day. A special Express Mail address label, obtained at the time of mailing, is filled in and attached to the mailed item.

Mailing costs are based on weight and distance and include insurance coverage at no extra cost.

To accommodate businesses needing quick, regularly scheduled overnight delivery mail services, the Postal Service offers Express Mail—Programmed Service. For such businesses, four service options are available: door-to-door, door-to-destination airport, originating airport-to-addressee, and airport-to-airport.

POSTAL SERVICES

SPECIAL HANDLING

Third-or fourth-class matter may bear the "Special Handling" stamp. For a fee in addition to regular postage, mail will be given very prompt attention at the mailing post office. Air parcel post is given special handling without additional charge.

SPECIAL DELIVERY

This service is provided for all classes of mail for a fee in addition to regular postage. Special delivery provides the fastest possible handling from the mailing post office to the addressee. It is particularly recommended for perishable matter.

COLLECT-ON-DELIVERY (COD) MAIL

This service, available to first-, third-, and fourth-class mail, is used when merchandise has been ordered. The largest amount collectible from the addressee is $300. The $300 must include cost of the merchandise delivered, postage, and a money order fee. COD fees include insurance protection against loss or damage.

CERTIFIED MAIL

Strong collection letters often are sent by certified mail. Using certified letters attracts special attention from the receiver, provides legal evidence of mailing, and allows the sender to check on its delivery.

MONEY ORDERS

Available for purchase at post offices in amounts up to $300, money orders are a safe way to send money through the mail.

REGISTERED MAIL

The safest way to send valuables such as stocks, bonds, jewelry, etc., is by registered mail. Costs include a registration fee and postage for first-class mail. A return receipt, which provides proof of delivery, can be obtained for a small fee.

Insurance protection up to $10,000 is included. Instead of being sent by plane, registered mail is sent in locked compartments by truck. Therefore, registered mail usually arrives later than it would have, had it been sent first class.

INSURED MAIL

Third- and fourth-class mail and air parcel post (priority mail) can be insured for up to $200 for a fee plus regular postage. Maximum amount reimbursable is the actual value of the parcel mailed.

CERTIFICATE OF MAILING

This certificate, filled in with the addressee's name and address, constitutes proof of mailing if it has been signed at the mailing post office by a postal clerk.

RETURN RECEIPT

The sender of certified or registered mail, or mail insured for more than $15, can obtain proof of delivery by purchasing a return receipt.

Once the item is delivered, the return receipt is mailed back to the sender. The sender then knows who accepted the mailed item and when it was delivered. For a small additional fee, the sender may restrict delivery to a specified person.

[29]

W A 5 Prob 1

167C, Problem 1, page 254

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VESL LESSON PLAN **CLASS** ESl/AG Secretary-Bookkeeper **WEEK #** 22

1) LESSON TOPICS:

ESL

Petty Cash Vocabulary and Purpose

VOC

Beginning: New Keys "u, v, r" and Petty Cash

Advanced: Modified-Block Letter with Indentions, and Petty Cash

2) BEHAVIORAL OBJECTIVES:

ESL

--To correctly use vocabulary words from handout.
--To explain in basic terms what petty cash is.
--To identify parts of petty cash voucher (in English).

VOC

Beginning:
--To type the keys "u, v, r" without looking at keyboard.
--To demonstrate understanding of petty cash fund by successfully completing the worksheet.

Advanced:
--To type an acceptable modified-block style letter (with indented paragraphs) on letterhead paper.
--To demonstrate an understanding of the petty cash fund.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

Day 1:
1. List on the board petty cash vocabulary.
2. Ask students the words familiar to them.
3. Quiz to make sure; concentrate on words not known starting with simplest. Give handout on petty cash. Cover it thoroughly

Day 2:
1. Review last lesson's new vocabulary.
2. Quiz students orally.
3. Introduce new vocabulary words according to their degree of difficulty. Repetition should be stressed more with remedial students in learning the difficult words.

(OBJECTIVES, continued) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 22

VOC

Beginning:

Day 1:
1. Have students type Lesson 8, P.14 & 15, in Century 21 Typewriting. Review all known keys.
2. Pass out handout on petty cash and go through the handout with the class.

Day 2:
1. Have students type Lesson 9, P.15 & 16. Review all known keys and introduce "# and 9".
2. Pass out worksheet on petty cash. Begin in class and let students finish as homework.

Advanced:

Day 1:
1. Have students type P.46, 26C in Century 21 Typewriting. Review the "underline, backspacer, and 3".
2. (Teacher) introduce the "modified-block style with indented paragraphs" orally. Indention of the paragraphs differentiates this from "modified-block".
3. Have students type letter on P.147 on letterhead and type envelope.
4. Pass out handout on petty cash recordkeeping. Go through the handout with the class.

Day 2:
1. Have students type P.47, 27C. Review "# and 9".
2. Finish the letter and envelope on P.147 (from Day 1).
3. Pass out worksheet on petty cash; begin in class. Draw illustrations on the blackboard of the worksheet and do exercises on the board, as students do them on paper. Have students take turns answering problems and explaining how to do the voucher and petty-cash-book entries.

4) NEW VOCABULARY:

See handouts.

5) MATERIALS NEEDED:

Petty cash vocabulary and worksheets, chalkboard and chalk, typewriter and book, paper

6) LESSON EVALUATION:

Beginning:

The beginning group understood the lessons beter when handouts in English and Spanish were given. The students still needed a lot of guidance and extra help in complet-ing the worksheet. With the addition of the Spanish translation and help from the Spanish-speaking aide, some students did not try to do the assignment, while those who did try successfully completed the exercise.

This suggests that some students were using their English deficiency as an excuse to avoid doing the work. Another excuse could have been the enrollment of young male students mainly motivated by previously - enrolled female peers, rather than by the lessons.

Advanced:

The English-Spanish versions as well as illustrations of the petty cash book and exercises helped the more limited-English speakers especially.

RECORD KEEPING

PETTY CASH

VOCABULARY

Petty Cash Fund - A specific amount of cash (usually $100 or less) that is kept in the office to pay for small business expenses. For example- Stamps, postage-due letters, and emergency purchases.

(Fondo De Gastos Menores - Dinero en la oficina para pequeñas cosas como estampillas y emergencias.)

Petty Cash Vouchers - When money is spent from the petty cash fund a petty cash voucher must be filled out. The voucher is a small form that states the amount and what the money is for. Usually it must be signed by the person requesting the money and a supervisor or the person in charge of petty cash.)

(Comprobante De Gastos Menores - Un papel que está escrito para que necesita el dinero. La persona que quiere usar el dinero y el jefe también deben firmar el papel.)

Petty Cash Book - A book in which the vouchers are recorded every day. This is a permanent record of petty cash for accounting purposes. After the vouchers have been entered in the book they can be filed.

(Libro De Gastos Menores - Un libro donde los comprobantes están registrados cada día. Despues de registrar los comprobantes, puede archivarlos.)

PROCEDURE (PROCEDIMIENTOS)

1. Establishing the Petty Cash Fund (Estableciendo El Fondo De Gastos Menores)

   a. A check is written to petty cash, the check is cashed and the money is put into the petty cash box. (It is usually kept locked up and only one person is authorized to make disbursements.)

   (Un cheque está escrito y entonces cobrado para el fondo. El dinero está puesto en una caja.)

2. Using the Petty Cash Fund (Usando los Gastos Menores)

   a. The person requesting the money fills out and signs the voucher, it is then signed by someone authorized to make disbursements.

   (La persona pidiendo usar el dinero tiene que escribir un comprobante y tener una persona autorizada firmarlo.)

   b. If there is a receipt it is usually stapled to the voucher as proof of purchase.

   (Si hay recibo, atelo al comprobante.)

   c. Then the person in charge of petty cash gives out the requested funds.

   (La persona autorizada le dará el dinero a usted.)

3. The Petty Cash Book (El Lebro Del Fondo de Gastos Menores)

   a. The book should be kept up to date by making the entries once a day or after each voucher has been paid.

      (Escriban la infomación de los comprobantes uns vez por día o despues de cada comprobante ha estado pagado.)

4. Replenishing the Fund (Rellehando el Fondo)

   a. Add up the Paid column of the petty cash book.

      (Sume todo el dinero pagado.)

   b. Count the cash in the petty cash box.

      (Cuenta el dinero en la caja.)

   c. The total of the paid column plus the total cash should equal the origonal amount of the fund.

      (El total del dinero pagado y el dinero en la caga debe ser igual a la cantidad original.)

   d. Total and rule the petty cash book as shown in the sample.

      (Sume el total en el libro de gastos menores como en el ejemplo en la página siguiente.)

   e. Write a check to petty cash for an amount equal to that which has been spent.

      (Escriba un cheque a gastos menores para una cantidad igual a la cantidad gastado.)

   f. Cash the check and add it to the cash box.

      (Cobre el cheque y ponga el dinero en la caja.)

   g. Make an entry in the received column of the petty cash book to record the cash.

      (Escriba en el libro de gastos menores, en la columna de dinero recibido, la cantidad del cheque que acaba de escribir.)

PETTY CASH VOUCHER — Comprobantes de Gastos Menores

Fecha — DATE 5/6/ 19 80 NO. 1 — Numero

Para quien — TO Longs Drug Store

Para que — FOR Cleaning supplies AMOUNT 5 90 — Cantidad

¿Quién pagará? — CHARGE TO supplies

¿Quién lo recibió? — RECEIVED BY APPROVED BY — encargado

J. Howard W. Matthew

(Libro De Gastos Menores)

PETTY CASH BOOK

(Fecha) DATE		(explicacion) EXPLANATION	(Recibido) RECEIVED		(Gastos) PAID	
5/5	80	Check No. 421	100	00		
5/6	80	Cleaning supplies			5	90
5/7	80	Window washer			12	50
5/8	80	Delivery of contract			4	50
5/18	80	Taxi			2	20
5/19	80	Develop photographs			16	00
5/20	80	Delivery expense			5	00
5/20	80	Taxi			5	30
5/21	80	Postage Stamps			13	00
5/22	80	Office Supplies			6	50
5/23	80	Taxi			4	60
5/25	80	Art supplies			12	45
5/31	80	Totals	100	00	87	95
5/31	80	Balance (of money left)			12	05
			100	00	100	00
5/31	80	Balance	12	05		
5/31	80	Check No. 456	87	95		

CLASS ______________________________ NAME ______________________________

PETTY CASH WORK SHEET

The following disbursements were made from the petty cash fund of Jordon Farms during the month of March. Fill out a voucher form for each expense and record each voucher in the petty cash book. Rule and balance the petty cash book at the end of the month as shown in the sample.

(Escriba un comprobante por cada gasto y registre la información de los comprobrantes en el libro da gastos menores. Al fin, cuando rellana el fondo, sume el libro.)

MARCH 1 - Check No. 175 for $50 was cashed to establish the petty cash fund.
(Cheque numero 175 para $50 fue cobrado para establecer el fundo de gastos menores.)

(Pagó)
3 - Paid the county dump $1 to dump a load of brush. The money was received by
José Vasquez, the ranch foreman, and charged to miscelleneous.
(José Vasquea pidió el dinero.)

(Oficina de Correo) (estampillas)
7 - Paid $7.50 to the Post Office for 50 postage stamps. You received the money
and it was charged to postage. (Usted pidió el dinero.)

(nombre de tienda) (partes del coche)
8 - Paid $1.50 to J & D Auto Parts for a small truck part. The money was received
by Tom Jordon and charged to parts and repairs. (Tom Jordon pidió el dinero.)

(nombre de tienda) (provisiones de oficina)
11 - Paid $3.50 to Long's Drug Stores for office supplies. Mrs. Tom Jordon
received the money. Charge to office supplies. (Mrs. Tom Jordon
pidió el dinero.)

(nombre de tienda) (José Vasquez pidió el dinero.)
13 - Paid $10.00 to Big R Ranch Supply for weed oil. Jose Vasquez received the money.
Charge to spray material.

(nombre de tienda) (pidió)
17 - Paid $6.00 to J & D Auto Parts for hoses for a tractor. Tom Jordon received
the money and it was charged to parts and repairs.
(el dinero)

(Oficina de Correo) (carta)
21 - Paid 35¢ to the Post Office for a postage-due letter. You received the money.
It was charged to postage. (Usted pidió el dinero.)

(nombre de tienda)
29 - Paid $6.00 to Grand Auto for a truck part. Jose Vasquez received the money.
It was charged to parts and repairs. (pidió el dinero)

31 - Check No. 189 for $35.85 was cashed to replenish the petty cash fund.
(Cheque numero 189 para $35.85 fue cobrado para rellanar el fondo.)

Rule and balance the petty cash book and enter the check in the received column as shown in the sample. You have $14.15 left in your petty cash box.

(Entre el cheque de $35.85 en el libro de gastos menores y sume el libro.)

PETTY CASH BOOK

DATE		EXPLANATION	RECEIVED		PAID	

(Secretarial Work Applied: 41 — Unit 13, Part 1, Page 495)

PETTY CASH VOUCHER

DATE ______________ 19 ____ NO. ______

TO ______________________ AMOUNT

FOR ______________________

CHARGE TO ______________________

RECEIVED BY ______________ APPROVED BY ______________

PETTY CASH VOUCHER

DATE ______________ 19 ____ NO. ______

TO ______________________ AMOUNT

FOR ______________________

CHARGE TO ______________________

RECEIVED BY ______________ APPROVED BY ______________

PETTY CASH VOUCHER

DATE ______________ 19 ____ NO. ______

TO ______________________ AMOUNT

FOR ______________________

CHARGE TO ______________________

RECEIVED BY ______________ APPROVED BY ______________

PETTY CASH VOUCHER

DATE ______________ 19 ____ NO. ______

TO ______________________ AMOUNT

FOR ______________________

CHARGE TO ______________________

RECEIVED BY ______________ APPROVED BY ______________

PETTY CASH VOUCHER

DATE ______________ 19 ____ NO. ______

TO ______________________ AMOUNT

FOR ______________________

CHARGE TO ______________________

RECEIVED BY ______________ APPROVED BY ______________

PETTY CASH VOUCHER

DATE ______________ 19 ____ NO. ______

TO ______________________ AMOUNT

FOR ______________________

CHARGE TO ______________________

RECEIVED BY ______________ APPROVED BY ______________

PETTY CASH VOUCHER

DATE ______________ 19 ____ NO. ______

TO ______________________ AMOUNT

FOR ______________________

CHARGE TO ______________________

RECEIVED BY ______________ APPROVED BY ______________

PETTY CASH VOUCHER

DATE ______________ 19 ____ NO. ______

TO ______________________ AMOUNT

FOR ______________________

CHARGE TO ______________________

RECEIVED BY ______________ APPROVED BY ______________

Key

1a

PETTY CASH VOUCHER

DATE 3/3/1980 NO. 1
TO County Dump AMOUNT
FOR Dumping Brush 1 00
CHARGE TO Misc.
RECEIVED BY APPROVED BY
Jose Vasquez D. Matthew

PETTY CASH VOUCHER

DATE 3/7/1980 NO. 2
TO Past office AMOUNT
FOR stamps 7 50
CHARGE TO Postage
RECEIVED BY APPROVED BY
D. Matthew D. Matthew

PETTY CASH VOUCHER

DATE 3/8/1980 NO. 3
TO J&D Auto Parts AMOUNT
FOR truck Part 1 50
CHARGE TO parts & repairs
RECEIVED BY APPROVED BY
Tom Jordon D. M.

PETTY CASH VOUCHER

DATE 3/11/1980 NO. 4
TO Long's Drugs AMOUNT
FOR Office supplies 3 50
CHARGE TO Office Supplies
RECEIVED BY APPROVED BY
Mrs. Tom Jordon Mrs. Tom Jordon

PETTY CASH VOUCHER

DATE 3/13/1980 NO. 5
TO Big R AMOUNT
FOR weed oil 10 00
CHARGE TO spray materials
RECEIVED BY APPROVED BY
Jose Vasquez D.M.

PETTY CASH VOUCHER

DATE 3/17/1980 NO. 6
TO J& D Auto Parts AMOUNT
FOR tractor hoses 6 00
CHARGE TO parts & repairs
RECEIVED BY APPROVED BY
Tom Jordon D.M

PETTY CASH VOUCHER

DATE 3/21/1980 NO. 7
TO Past Office AMOUNT
FOR Postage-due letter .35
CHARGE TO Postage
RECEIVED BY APPROVED BY
DM DM

PETTY CASH VOUCHER

DATE 3/29/1980 NO. 8
TO Grand Auto AMOUNT
FOR Truck Part 6 00
CHARGE TO Parts & Repairs
RECEIVED BY APPROVED BY
Jose Vasquez D.M.

Answer Key

PETTY CASH BOOK

DATE		EXPLANATION	RECEIVED		PAID	
3/1	80	Check No. 175	50	00		
3/3	80	Load of brush to dump			1	00
3/7	80	stamps			7	50
3/8	80	truck part			1	50
3/11	80	office supplies			3	50
3/13	80	weed oil			10	00
3/17	80	J & D Auto Parts			6	00
3/21	80	Postage-due letter				85
3/29	80	truck part			6	00
3/31	80	Totals	50	00	35	85
3/31	80	Balance			14	15
			50	00	50	00
3/31	80	Balance	14	15		
3/31	80	Check No. 189	35	85		

[29]

167C, Problem 1, page 254

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management
support
systems,
inc.

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216

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 23

1) **LESSON TOPICS:**

ESL

Mid-Term Test

VOC

Comprehensive Mid-Term Test

2) **BEHAVIORAL OBJECTIVES:**

ESL

--To demonstrate knowledge of numbers, the definitions of the vocabulary words given in the handouts by matching the correct definition with the words in 7 out of 10 words and by correctly filling in blanks on midterm.

VOC

--To demonstrate understanding of business procedures by scoring 70% or higher on each section of the test.

3) **LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)**

ESL & VOC

1. Pass out and explain mid-term.
2. Work on mid-term all period completing as much as possible.

4) **NEW VOCABULARY:**

None

5) **MATERIALS NEEDED:**

Mid-terms and scratch paper.

6) **LESSON EVALUATION:** **Longer version was given. (See shorter version.)**

Beginning:

The beginning group took two weeks to finish the Income Tax Record worksheet while the advanced class took only one. So, the beginning class worked on their typing and finished the income tax worksheet in class this week instead of taking the test. Since they have not covered the same material as the advanced group and could not pass the test, it seemed better to use the time to work on the current topic of study rather than having them take the test and fail.

The students of the beginning group are not eligible for certification due to various factors. They will receive a Certificate of Recognition at the end of the program instead of a Certification of Completion.

Advanced: Business Mid-Term Test

The students will be allowed to re-test on the topics that they did not score 70% or higher on. This testing will be done ½ hour before regular class time to avoid using class time for re-testing. The student has to retake only those sections of the test not passed the first time, and only one section at a time, to encourage intensive study.

Students not interested in certification will not be required to re-test but will not receive a certificate of competency at year's end. Students who still cannot pass certain topics by the end of the year will not be certified on those topics.

(LESSON EVALUATION, Continued)

Results

All of the students failed one or more sections of the test. (The test was in English.) Since they do have a chance to re-test on the parts they failed, I think it was a good lesson for them and that many will now work harder. Some of the students had real difficulties with the language, but this also was a lack of preparedness on their part, since they had not learned the English words that were presented tothem in the class. We could have translated the test into Spanish, but we felt that learning the English business words and terms was part of the class. If the students would know the material in Spanish only, they would not be able to apply it in an office where only English would be spoken.

NAME ______________________________

DATE ______________________________

BUSINESS MID-TERM TEST
(LONGER VERSION)

Each part of this test will be graded seperately. Therefore, failing one part does not mean that you have failed the whole test. The possible points and passing score are given for each test part. Your score must be the same or higher than the passing score to pass each section. Most people will probably not pass one or more sections. If you do not pass a section you will be allowed to review that section and take that part of the test again when you feel you can pass it. You only have to retake the parts that you do not pass the first time.

A. VOCABULARY

Possible Points - 40 Passing - 25 Your Score - _____

Match the following vocabulary words with their correct definition by writing the number of the definition by the correct word. Use each definition only once.

_____ 1. BLOCK STYLE LETTER

_____ 2. FILING

_____ 3. INCOMING MAIL

_____ 4. ZIP CODE

_____ 5. PETTY CASH FUND

_____ 6. MODIFIED BLOCK STYLE LETTER

_____ 7. FILE FOLDER

_____ 8. SORTING MAIL

_____ 9. OUTGOING MAIL

_____ 10. PETTY CASH VOUCHER

_____ 11. MODIFIED BLOCK-INDENTED STYLE

_____ 12. FILE CABINET

_____ 13. DATING MAIL

_____ 14. ENCLOSURE

_____ 15. PETTY CASH BOOK

_____ 16. MIXED PUNCTUATION

1. Dear Sir, Gentlemen, etc.
2. A book in which the vouchers are recorded.
3. Yours truly, Sincerely, etc.
4. Filing material by it's subject or topic.
5. Business stationery with the business name and address printed on it.
6. Any type of letter, personal or business-usually delivered unopened.
7. Mail sent to an address in a different town.
8. A form that is filled out when money is requested from petty cash.
9. Filing material by it's number.
10. When a letter is copied "cc" is typed below the reference initials on the letter.
11. This type of mail is put aside for deposit.
12. Mail sent to an address in the same town.
13. Cash kept in the office for emergencies.
14. Filing material by the letters of the alphabet.
15. Typed at the bottom of a letter when something else is enclosed in the envelope.
16. This type of mail is published and sent to many people. It is not personal.

_____ 17. ALPHABETICAL FILING

_____ 18. MAIL REGISTER

_____ 19. CARBON COPY (cc)

_____ 20. OPEN PUNCTUATION

_____ 21. NUMERICAL FILING

_____ 22. PERSONAL MAIL

_____ 23. POSTAGE

_____ 24. REFERENCE INITIALS

_____ 25. CHRONOLOGICAL FILING

_____ 26. ADVERTISEMENTS

_____ 27. POSTAGE METER

_____ 28. DATE LINE

_____ 29. SUBJECT FILING

_____ 30. MAGAZINES & NEWSPAPERS

_____ 31. SIGNATURE

_____ 32. LETTERHEAD

_____ 33. CHECKS & MONEY

_____ 34. LOCAL MAIL

_____ 35. CORRESPONDENCE

_____ 36. OUT-OF-TOWN MAIL

_____ 37. COMPLEMENTARY CLOSE

_____ 38. SALUTATION

_____ 39. HOME ROW

_____ 40. RETURN ADDRESS

17. The handwritten name of the person sending the letter.
18. All the lines in the letter begin at the margin.
19. The address of the person sending the letter.
20. Mail received by a business each day.
21. The typist's initials typed in small letters below the complementary close.
22. A machine that prints the postage and postmark.
23. A cabinet with drawers to keep files in.
24. No punctuation after the salutation or complementary close.
25. The typewriter keys where you place your fingers to begin typing.
26. This type of mail is trying to sell something and is sometimes called "junk" mail.
27. The stamps to pay for the mailing of a letter.
28. A special labeled folder to keep files in.
29. Placing a colon (:) after the salutation and a comma (,) after the complementary close.
30. A type of mail that is comfidental - should only be opened by the person it is addressed to.
31. The line the date is on, always 15 or 16 on a business letter.
32. A system of storing material so it can be found easily and quickly.
33. A letter in which the date line and complementary close begin at the center.
34. A permanent record of the mail received.
35. The number following the state abbreviation in an address.
36. A modified block letter with indented paragraphs.
37. Filing material by it's date, newest - oldest.
38. Stamping or writing the date on incoming mail.
39. Mail sent by a business.
40. Putting the same types of mail together.

TYPING   Possible Points - 10 Passing - 7   Your Score - _____

Fill in the blank lines below.

1. What are the usual margin settings for an average length business letter?

   Left Margin - _____   Right Margin - _____

2. What line does the date go on in all business letters? __________

3. The mailing address on a small envelope begins on line _____ and the left margin is set on _____.

4. The mailing address on a large (business size) envelope begins on _____ and the left margin is set on _____.

5. When typing an address you leave _____ blank spaces between the state abbreviation and the Zip Code.

6. The Post Office approved state abbreviations have _____ letters.

7. The Post Office approved abbreviation of California is __________.

8. The body of a business letter is ____________________ spaced.

   (single, double, or triple)

9. A business letter has _____ blank lines between the complementary close and the typed name for the signature.

10. Between paragraphs, a business letter is ____________________ spaced.

    (single, double, or triple)

ALPHABETICAL FILING

Possible Points - 10 Passing - 7 Your Points - _____

Circle the letter of the correct answer.

1. When filing a personal name (the name of a person) the-
   a. first name comes first.
   b. last name comes first.
2. When a first name and a first initial both begin with the same letter which name comes first?
   a. the name comes first
   b. the initial comes first
3. When filing a business name (without a personal name in it) it is filed-
   a. last name first
   b. first name first (the way it is written)
4. If the word "The" precedes (comes before) a business name-
   a. it is filed as it is written
   b. "The" follows the name in parenthesis
   c. "The" is left off
5. When filing a business name that contains the full name of a person-
   a. it is filed like a personal name - last name first
   b. it is filed as it is written
   c. the personal name is left off

Arrange the following names in the proper arrangement for filing.

(example: Denise Matthew - Matthew, Denise)

6. Lovely Lady Boutique - ____
7. Joe Brown Hardware - ____
8. C. B. Howard - ____
9. The Rainbow Paint Store - ____
10. Janet A. Smith - ____

NUMERICAL FILING   Possible Points - 25 Passing - 18 Your Score - ____

GROUP A / NUMERICAL SEQUENCING

Directions. Arrange the following amounts in numerical order in the proper columns below. Work as rapidly as you can.

$23.98
36.09
14.95
19.91
38.93

$16.30
40.01
39.98
4.89
29.89

$23.37
49.01
38.88
12.00
6.72

$ 3.17
19.99
47.00
27.82
45.00

$ 5.28
39.00
28.92
44.37
.03

$ 0.01 through 9.99	$10.00 through 19.99	$20.00 through 29.99	$30.00 through 39.99	$40.00 through 49.99

CHRONOLOGICAL FILING   Possible Points - 25 Passing - 18 Your Score - ____

GROUP B / CHRONOLOGICAL SEQUENCING

Directions. Arrange the following dates in chronological (date) order in the proper columns below. Work as rapidly as you can.

Sept. 27, 1979
May 6, 1980
July 22, 1980
April 8, 1980
May 28, 1979
Oct. 19, 1979
Sept. 7, 1980

Nov. 24, 1979
March 15, 1981
Dec. 9, 1980
March 24, 1980
Dec. 2, 1979
Jan. 31, 1980
April 21, 1979

March 5, 1980
May 9, 1981
July 12, 1979
April 16, 1980
Nov. 14, 1980
April 20, 1981
June 7, 1979

Feb. 23, 1980
Feb. 14, 1981
June 20, 1980
Jan. 6, 1981

April 1, 1979 through Dec. 31, 1979	Jan. 1, 1980 through June 30, 1980	July 1, 1980 through June 30, 1981

INCOMING MAIL Possible Points - 10 Passing - 7 Your Score - ____

The seven steps in the mail-handling procedure are listed below. Put them in the correct order.

1. ___
2. ___
3. ___
4. ___
5. ___
6. ___
7. ___

a. Check to make sure each piece of mail has a return address on the letter. If not attach the envelope to the letter.

b. Record the mail on the mail register if one is used in your office.

c. Open and read all other pieces of mail.

d. Separate mail marked "personal" or "confidental" or addressed to an individual and deliver it unopened.

e. Inspect each letter as you open it and make sure any enclosures mentioned are attached to the letter.

f. Make sure the envelopes are empty before you throw them away.

g. Date all mail.

Record the following letters on the mail registers provided.

8. May 2, 1980 - A letter from the California Farm Bureau, Modesto, CA, sent on May 1st, and addressed to Tom Jordon.

MAIL REGISTER

DATE RECEIVED	DESCRIPTION (type of mail)	FROM (name & address)	DATE SENT	ADDRESSED TO

9. May 15, 1980 - At 9:30 a.m. a registered letter was received from Mr. Richard F. Davidson, Phoenix, Arizona. It was refferred to Mike Howard in the Sales Department.

INSURED, SPECIAL-DELIVERY, AND REGISTERED MAIL

Received		From Whom		For	Kind of Mail Received
Date	Time	Name	Address	Department or Individual	

10. May 1, 1980 - A letter from Boyd C. Waggoner refers to a mailing list that was sent under seperate cover on April 29, to Bob Brown in the shipping Department.

MAIL EXPECTED UNDER SEPARATE COVER

Date of Entry	Article	From Whom	Date Sent	Department	Individual	Date Received

OUTGOING MAIL Possible Points - 10 Passing - 7 Your Score - ____

You were given a list of 8 items to check before sending outgoing mail - list as many of them as you can below.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. The correct postage for a standard 1 oz. envelope is ____________.
10. Name two ways a copy can be made of a letter.

    a. ______________________________

    b. ______________________________

PETTY CASH Possible Points - 10 Passing - 7 Your Score - ____

1. How is the petty cash fund established (started)?

   ____

2. How do you request (ask for) money from petty cash?

   ____

3. Where do you get the information to write in the petty cash book?

   ____

4. How do you replenish the fund at the end of the month?

   ____

5. Fill out the petty cash voucher on the next page with the information below.

   June 2, 1980 - Voucher number 56, $7.32 paid to J&D Auto Supply for a tractor part. The money was received by Tom Jordon and charged to parts and repairs. (worth 3 points)

PETTY CASH VOUCHER

DATE ____________ 19____ NO. ________

TO ______________________ AMOUNT

FOR ______________________

CHARGE TO ______________________

RECEIVED BY ____________ APPROVED BY ____________

6. Balance and rule the petty cash book below and enter check number 189 for $35.85 to replenish the fund. (worth 3 points)

PETTY CASH BOOK

DATE		EXPLANATION	RECEIVED		PAID	
3/1	80	Check No. 175	50	00		
3/3	80	Load of brush to dump			1	00
3/7	80	Stamps			7	50
3/8	80	Truck Part			1	50
3/11	80	Office Supplies			3	50
3/13	80	Weed Oil			10	00
3/17	80	Tractor Hoses			6	00
3/21	80	Postage-due Letters				35
3/29	80	Truck Part			6	00

THE ADDING MACHINE AND CALCULATOR

Using the adding machine or the calculator complete the addition and subtraction problems below. Use the calculator to complete the multiplication and division problems on the next page. Attach your tapes to the page with a stapler.

PART A / ADDITION

Possible Points - 15 Passing - 10 Your Score - ____

1. 645 + 283 + 396 = __________

2. 74 + 393 + 8 + 37 + 98 = __________

3. 23 + 53 + 57 + 86 + 69 = __________

4. 36 + 93 + 58 + 21 = __________

5-15. Add the vertical and horizontal columns.

961	198	491	642	__________	9.
750	357	986	617	__________	10.
256	770	290	352	__________	11.
788	689	380	836	__________	12.
517	829	837	959	__________	13.
314	821	684	697	__________	14.
5. ______	6. ______	7. ______	8. ______	__________	15. Total (5 to 8 and 9 to 14)

PART B / SUBTRACTION

Possible Points - 10 Passing - 7 Your Score - ____

16. 39,425 − 27,868

17. 81,410 − 27,384

18. 3,412,167 − 87,212

19. 3,504 − 222

20. 392,456 − 196,587 = __________

21. 30,875,791 − 29,484,976 = __________

22. 234,459,001 − 15,082,345

− 9,441,832

23. 43,709 − 2,888

−22,845

Possible Points - 6 Passing - 4 Your Score - ____

PART C / MULTIPLICATION

24. 700 × 5,400 = ____________

25. 3,761 × 207 = ____________

26. 6,020 × 275,040 = ____________

27. 3,687 × 2,000 = ____________

28. 107 × 3,046 = ____________

29. 2,348 × 192,467 = ____________

Possible Points - 6 Passing - 4 Your Score - ____

PART D / DIVISION

30. 4,489,270 ÷ 5 = ____________

31. 7,149 ÷ 927 = ____________

32. 246,578,850 ÷ 423,675 = ____________

33. 735,000 ÷ 3,000 = ____________

34. 8,459,801 ÷ 4,461 = ____________

35. 72,451,104 ÷ 6,947 = ____________

SUPPLEMENTARY TO ESL MIDTERM

1. Write the letters of the alphabet using capital letters.

2. As you hear the number spoken write the number that you hear.

3. List the days of the week in order.

4. List the months of the year in order.

5. Name five (5) national holidays.

6. Name five (5) parts of the typewriter.

7. Name five (5) fruits.

8. Name five (5) vegetables.

9. As you hear the letters spoken place the letter into its proper order in the alphabet:

   c____e   k____m   r____t   w____y   e____g   m____o   u____w   h____j

10. Write the omitted number in its proper order in the following number sequences.

    1___3   9___11   15___17   29___31   44___46   58___60   71___73   84, 85,___

    99___101   998, 999,____

11. List the four (4) seasons.

12. List the home-keys of the typewriter:

13. Make the following punctuation marks:

    Comma
    Period
    Colon
    Exclamation poing
    Question mark
    Semi-colon
    Quotation marks
    Parenthesis

BUSINESS MID--TERM TEST
Short Version

Name ______________________________

Date ______________________________

Each part of this test will be graded separately. Therefore, failing one part does not mean that you have failed the whole test. The possible points and passing score are given for each test part. Your score must be the same or higher than the passing score to pass each section. Most people will probably not pass one or more sections. If you do not pass a section you will be allowed to reveiw that section and take that part of the test again when you feel you can pass it. You only have to retake the parts that you do not pass the first time.

A. VOCABULARY Possible Points - Your Score ____

Match the following vocabulary words with their correct definition by writing the number of the definition by the correct word. Use each definition only once.

____ 1. Block-Style Letter

____ 2. Incoming Mail

____ 3. Enclosure

____ 4. Sorting Mail

____ 5. Petty Cash Voucher

____ 6. Alphabetical Filing

____ 7. Letterhead

____ 8. Checks & Money

____ 9. Complementary Close

____ 10. Salutation

1. Dear Sir, Gentlemen, etc.
2. Mail received by a business each day.
3. Typed at the bottom of a letter when something else is enclosed in the envelope
4. Filing material by the letters of the alphabet.
5. This type of mail is put aside for deposit
6. All the lines in the letter begin at the margin
7. A form that is filled out when money is requested from petty cash.
8. Yours truly, Sincerely, etc.
9. Putting the same types of mail together.
10. Business stationery with the business name and address printed on it.

Supplementary to ESL Midterm: 10 pts possible

Shorter Version

1. Write the letters of the alphabet using capital letters.

2. As you hear the number spoken, write the number that you hear.

1
73
100

44
55
2,081

3. As you hear the letters spoken, place the letter into its proper order in the alphabet:

c_____e
k_____m
r_____t
w_____y

e_____g
m_____o
u_____w
h_____j

4. List the days of the week in order.

5. List the months of the year in order.

6. List the four (4) seasons.

7. List the home keys of the typewriter: _____, _____, _____, _____, _____, _____, _____, _____.

8. Make the following punctuation marks:

comma	__________	question mark	__________
period	__________	semi-colon	__________

9. Write the omitted number in its proper order in the following number sequences.

1_____3
9_____11
15_____17

29_____31
44_____46

58_____60
71_____73
84, 85, _____

10. Name five (5) fruits and vegetables.

ALPHABETICAL FILING

Possible Points - 5 Passing -3 Your Points - ____

Arrange the following names in the proper arrangement for filing.

(example: Denise Matthew - Matthew, Denise)

1) Lovely Lady Boutique - ______________________________

2) Joe Brown Hardware - ______________________________

3) C. B. Howard - ______________________________

4) The Rainbow Paint Store - ______________________________

5) Janet A. Smith - ______________________________

NUMERICAL FILING

Possible Points - 10

Directions. Arrange the following amounts in numerical order

$ 3.17
19.99
47.00
27.82

$ 5.28
39.00
28.92

$23.37
49.81
38.88

CHRONOLOGICAL FILING

Possible Points - 10

Directions. Arrange the following dates in chronological (date) order in the proper columns below.

July 22, 1980
April 8, 1980
May 28, 1979
Oct. 19, 1979
Sept. 7, 1980

July 12, 1979
April 16, 1980
Nov. 14, 1980
April 20, 1981
June 7, 1979

April 1, 1979 through Dec. 31, 1979	Jan. 1, 1980 through June 30, 1980

10 points possible

INCOMING MAIL

Four steps in the mail handling procedure are listed below.

Put them in the correct order.

4 Pts.

____ Open and read all other pieces of mail.

____ Separate mail marked "personal" or "confidental" or addressed to an individual and deliver it unopened.

____ Date all mail.

____ Check to make sure each piece of mail has a return address on the letter. If not attach the envelope to the letter.

Record the following letters on the mail registers provided.

(3 pts)

May 2, 1980 - A letter from the California Farm Bureau, Modesto, CA, sent on May 1st, and addressed to Tom Jordon.

MAIL REGISTER

DATE RECEIVED	DESCRIPTION (type of mail)	FROM (name & address)	DATE SENT	ADDRESSED TO

May 15, 1980 - At 9:30 a.m. a registered letter was received from Mr. Richard F. Davidson, Phoenix, Arizona. It was refferred to Mike Howard in the Sales Department.

(3pts)

INSURED, SPECIAL-DELIVERY, AND REGISTERED MAIL

RECEIVED		FROM WHOM		FOR	KIND OF MAIL RECEIVED
DATE	TIME	NAME	ADDRESS	DEPARTMENT OR INDIVIDUAL	

OUTGOING MAIL Possible Points - 4 Passing - 3 Your Score - _____

You were given a list of 8 items to check before sending outgoing mail - list as many of them as you can below.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

PETTY CASH Possible Points - 5 Passing - 4 Your Score - _____

1. How is the petty cash fund established (started)?

____

2. How do you replenish the fund at the end of the month?

____

3. Fill out the petty cash voucher with the information below.

June 2, 1980 - Voucher number 56, $7.32 paid to J&D Auto Supply for a tractor part. The money was received by Tom Jordon and charged to parts and repairs. (worth 3 points)

PETTY CASH VOUCHER

DATE ____________ 19 ____ NO. ________

TO ____________________ AMOUNT

FOR ____________________ [____ | __]

CHARGE TO ____________________

RECEIVED BY ____________________ APPROVED BY ____________________

TYPING Possible Points - 5 Passing - 4 Your Score - _____

Fill in the blank lines below.

1. What are the usual margin settings for an average length business letter?
2. Left Margin - _____ Right Margin - _____
3. What line does the date go on in all business letters? _________
4. When typing an address you leave _____ blank spaces between the state abbreviation and the Zip Code.
5. The Post Office approved state abbreviations have _____ letters.

Balance and rule the petty cash book below and enter check number 189 for $35.85 to replenish the fund. (worth 3 points) Passing 3 points. Your score ______

PETTY CASH BOOK

DATE		EXPLANATION	RECEIVED		PAID	
3/1	80	Check No. 175	50	00		
3/3	80	Load of brush to dump			1	00
3/7	80	Stamps			7	50
3/8	80	Truck Part			1	50
3/11	80	Office Supplies			3	50
3/13	80	Weed Oil			10	00
3/17	80	Tractor Hoses			6	00
3/21	80	Postage-due Letters				35
3/29	80	Truck Part			6	00

THE ADDING MACHINE AND CALCULATOR

8 points possible, passing 7

Using the adding machine or the calculator complete the addition and subtraction problems below. Use the calculator to complete the multiplication and division problems on the next page. Attach your tapes to the page with a stapler.

ADDITION

645 + 283 + 396 = ______

74 + 393 + 8 + 37 + 98 =

961	198
750	357
256	770
788	689
517	829
314	821

SUBTRACTION

81,410 - 27,384	39,425 - 27,868
3,504 - 222	3,412,167 - 87,212

Possible Points - 6 Passing - 4 Your Score - ____

MULTIPLICATION

700 × 5,400 = ______

3,761 × 207 = ______

6,020 × 275,040 ______

DIVISION

735,000 ÷ 3,000

4,489,270 ÷ 5

8,459,801 ÷ 4,461 - ______

Attach your tapes below.

Student Evaluations of Class
Ag Secre/Bkpr Class

This evaluation was given mid-term. As shown below, the number to the right of the response is the number of students who gave that particular response.

1.) Are you learning enough English for the job you want?

- a) Yes, I am learning enough (7)
- b) No, not enough for the job I want (7)
- c) I'm learning "okay" (4)

2.) How could the class be improved to help you learn English?

- a) I need more practice speaking, writing, and reading (10)
- b) Starting with the basics again would help me (1)
- c) I need more work on pronunciation (1)

3.) Are you learning your vocational skills well enough for the job you want?

- a) Not yet for the job I want (10)
- b) Yes I have mastered my skills to my satisfaction (6)
- c) Yes, but I still need more proficiency (1)

4.) How could this class be improved to help you learn your vocational skills?

- a) More time to practice typing (5)
- b) More classes each week or longer classes (3)
- c) Taking better notes in class (2)
- d) I need more individual help (2)
- e) Whatever you can teach me (2)

5.) With what do you need more help in this class?

- a) I need help speaking English (6)
- b) I need help with typing and filing (5)
- c) More reading and writing skills (2)
- d) English and office skills both (1)

6.) Is this class informative?

- a) Yes (19)
- b) No (1)

7.) Is this class interesting?

- a) Yes (20)

8.) How could this class be improved?

- a) I need more typing speed and individual help (6)
- b) More class hours (6)
- c) Divide the group into three levels of ability (1)
- d) Reading, writing and speaking English more (1)

9.) What is the best part of the class?

- a) Every part pleases me (10)
- b) Typing is what I enjoy most (7)
- c) Working with the adding machines is my favorite part (2)

10.) What do you like least about the class?

- a) When I don't understand the English the teacher is speaking (3)
- b) When I'm being watched while I type or work (2)
- c) When people talk while I'm trying to work (1)
- d) Doing simple things I already know how to do (1)

11.) What particular job would you like to get after this program ends?

- a) Office work (7)
- b) Bilingual secretary (4)
- c) Whatever I can continue to learn while working (2)
- d) I would like to work in a school or be a bookkeeper (1)

English

Evaluation of ESL/Vocational Class

by Students

Class Title ______________________ Date ______________ 19__

Student's Name __________________________ Week # ______

* * *

1. Are you learning enough English to prepare you for the job you want? ________

2. How can the class be improved for your learning English? ________________

____.

3. Are you learning enough of the right vocational skills to prepare you for the job that you want? ________.

4. How can the class be improved for your learning the vocational skills? ______.

____

5. What do you need more help with in class? ________________________

____.

6. Would you describe the class as informative or uninformative? ____________.

7. Would you describe the class as interesting or uninteresting? ____________.

8. How else can the class be made to help you learn? ____________________

____.

9. What do you like most about the class? ________________________

____.

10. What do you like least about the class? ________________________

____.

11. What particular job would you like to get after this program ends? ________

____.

12. Toward the end of this program, we may be able to place you into on-the-job training and/or into permanent employment. (This will depend largely upon your skills.) To help us plan your job placement, please list the towns where you would be willing to travel to work: ________________________

____.

CF-1/80

Thank you!

Spanish

Evaluacion de la Clase ESL/VOCACIONAL

Hecho por Estudiantes

Nombre de Clase ____________________ Fecha ______________ 19 ______

Nombre de Estudiante ____________________ Semana Numero ______________

* * * * * * * * * * * * * *

1. Esta usted aprendiendo suficiente ingles para prepararle para el trabajo que usted quiere? ____________________
2. Como puede ser mejor la clase aprender ingles? ____________________
____
3. Ha aprendido suficiente las habilidades vocacaionales para prepararse para el trabajo que usted desea? ____________________
4. Como puede ser mejorado la clase para su aprendimiento de las detrezas vocacionales? ____________________
5. Con que necesita mas ayuda en la clase? ____________________
____
6. Está la clase informativa o no? ____________________
7. Está la clase interesante o no? ____________________
8. Como puede ser la clase mejor para ayudarle aprender? ____________________
____
9. Que es la mejor parte de la clase? ____________________
____
10. Que es lo que menos le gusta de la clase? ____________________
____
11. Que trabajo prefereria agarrar usted cuando se termine este programa? ____________________
____
12. Para el fin de este programa, tal vez podremos poner a usted en un trabajo donde usted puede sequir aprendiendo y/o en un trabajo permanente. (Este dependerá en sus habilidades) Para ayudarnos a planear su lungar de trabajo, por favor aliste los pueblos donde pueda viajar a trabajar: ____________________
____

Gracias por su ayuda!

Evaluation, ESL/Vocational Class
by Arabic Speakers

تصنيف التدريب المهني

من قبل الطلاب

عنوان الصف ______ التأريخ ______ اسم الطالب الكامل ______

عدد الأسابيع التام ______

* * *

١ - هل أنك تتعلم كفاية من اللغة الانكليزية تهيئك للحصول على عمل تريده؟ ______

٢ - كيف يمكن تحسين الصف ليعلمك الانكليزية؟ ______

٣ - هل أنك تتلقى الكفاية من الخبرة الفنية لتهيئك للعمل؟ ______

٤ - كيف يمكن تحسين الصف ليعلمك خبرة فنية؟ ______

- ما هي المساعدات الاخرى التي تحتاجها في الصف؟ ______

٦ - هل يحضر المعلمون في الوقت المعين لكل صف؟ ______

٧ - هل المعلمون عادة يُحضّرون دروسهم لكل صف؟ ______

٨ - هل الصف غني بمواد تدريسية أم لا؟ ______

٩ - هل الصف مستلذ أم غير مستلذ؟ ______

١٠ - ما هي الطريقة الأخرى التي يمكن تسيير الصف بها ليساعدك على التعلم؟ ______

١١ - ماذا تحب اكثر حول موضوع الصف؟ ______

١٢ - ماذا تحب اقل حول موضوع الصف؟ ______

- ما هو العمل الذي تود الحصول عليه بعد نهاية هذا البرنامج؟ ______

تعرف التدريب المهني
من قبل الطلاب

عنوان الصف ________ التأريخ ________ اسم الطالب الكامل ________

عدد أسابيع التعلم ________

* * *

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____

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 24

1) LESSON TOPICS:

ESL

Vocabulary of Income Tax Recordkeeping

VOC

Beginning: Income Tax Records; New Keys: "w, g"

Advanced: Income Tax Records and Block-Style Business Letter

2) BEHAVIORAL OBJECTIVES:

ESL

--To correctly use vocabulary words from the "Income Tax Recordkeeping" handout.

VOC

Beginning:

--The student will complete Lesson 9 in Century 21 Typewriting.

--The student will demonstrate understanding of income tax recordkeeping by completing the worksheet and scoring 70% or higher on the test.

Advanced:

--The student will type an acceptable block-style business letter.

--The student will demonstrate understanding of income tax recordkeeping by completing the worksheet and scoring 70% or higher on the test.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

Present the basic, frequently-used words in the income tax recordkeeping unit.

EVALUATION: Monitor students' use of words.

VOC

Beginning:

Day 1:
1. Have students type Lesson 9, P.17. Introduce "w and g" and review all known keys.
2. Give handout on income tax recordkeeping. Discuss in class using diagram of recordkeeping worksheet on the chalk board.
3. Pass out worksheet on income tax recordkeeping. Do the first two or three entries together in class using the chalk board to demonstrate.

Day 2:
1. Finish entries and totals of income tax worksheet together in class.

(OBJECTIVES, continued) CLASS ESL/AG Secretary-Bookkeeper WEEK # 24

VOC

(Advanced) Directions to Students:

Day 1:
1. Type P.49, 28C in Century 21 Typewriting. Review "(& 0."
2. Type the block-style business letter on letterhead, P.156. Type the envelope.
3. Give handout on income tax recordkeeping. Discuss in class using diagram of recordkeeping form drawn on chalkboard.
4. Pass out worksheet on income tax recordkeeping and do the first two or three entries tofether in class using chalkboard to demonstrate.

Day 2:
1. T ype P.50, 29C in Century 21 Typewriting. Review ") and 5".
2. Finish block-style letter from Day 1.
3. Finish the worksheet from Day 1.

4) NEW VOCABULARY:

See handouts.

5) MATERIALS NEEDED:

Handouts, checks, registers, (same as handouts and worksheets). (For handouts of block letter style, see Week 14 lesson materials.)

6) LESSON EVALUATION:

Vocational (Beginning and Advanced):

Business letters have all been covered now and the students are getting fairly proficient at typing them.

The income tax topic was a very difficult one for most of the students and could probably best be covered in three or four lessons rather than two. In our class the language teacher was ill the first night. I had all students for 2½ hours so we actually did take the time of three lessons to cover the topic. It is very important to either draw a representation of the income tax recordkeeping form on the board or use a transparency of the form when discussing it with the students and when explaining how tomake entries. The students need to see the procedure done as it is discussed. I really had to push the students to complete the worksheet on their own at home, due to limited class time.

RECORD KEEPING

INCOME TAX RECORDS

VOCABULARY

Deposit - Money put into or "deposited" to a checking account.

Balance - The amount of money in a checking account after a check has been deducted (subtracted) or a deposit has been added. Also the amount of money in any account at a given time.

Capital Investment - Buying equipment, trees, tractors and other permanent investments. Things that are used up such as supplies, fertilizers, spray, ect. are not capital investments.

BUSINESS EXPENSES ON A PEACH RANCH

Rentals - If a farmer does not have a particular piece of equipment that he needs he may rent it rather than making a big investment in a piece of equipment that isn't used very often.

Planting - Putting new trees into the ground, a labor expense.

Pruning - Cutting off unwanted branches on the trees, a labor expense.

Brush Removal - Removing the tree trimmings from the orchard, a labor expense.

Fertilizing - "Feeding" the trees with chemical or animal fertilizers. Expenses include cost of materials and labor.

Spraying - Putting liquid chemicals on the trees or on the ground to kill harmful insects, weeds, ect. Expenses include cost of materials and labor.

Irrigation - Flooding or sprinkling the orchard with water. Expenses include labor for preparation of the orchard and actual irrigation and the cost of the electricity to pump water

Cultivating - Various ground treatments including discing, hoeing, mowing, ripping, and scraping. A labor expense.

Thinning - Removing some of the peaches from the trees in the early stages so there are not too many peaches on the trees. A labor expense.

Propping, Wiring, Ropping - When the trees get heavy with fruit they must be supported to keep the limbs from breaking. Expenses include the cost of props, wire and rope, and the labor involved.

Picking - Taking the ripe fruit off the trees. Can be done by hand or machine. A labor expense.

Grading - Sorting the fruit by quality and size, a labor expense.

Hauling - Taking the fruit from the orchard, to the grader, and to the loading dock or cannery. A labor expense.

Gas & Oil - Gasoline and oil used in farm vehicles, tractors, trucks, pickups, business cars, ect.

Parts & Repairs - Parts and repairs for farm vehicles.

Miscellaneous - Any business expenses that do not fit into one of the other categories. The expenses should be described in the place provided.

Capital Withdrawls - Money taken out of the business by the owner for his own personal use.

Income - The money the farmer gets for his crops. Usually in the form of a check from the cannery.

Loans - Many farmers borrow money in the winter to cover their expenses until the crop is harvested.

PROCEDURE

Keeping a record of business expenses and income is very important because income taxes are based on these figures. It is important to keep accurate and up-to-date records and to keep all receipts, check stubs, bills, ect. to prove your records.

Many farmers use a simple income tax worksheet to record their business transactions. This worksheet is given to the accountant or bookeeper who takes the figures and makes out the necessary income tax forms.

Using the Income Tax Worksheet-

1. Record the beginning balances (from the previous months totals) on the first line of the income tax record. These balances are the totals for the year up to the present month. Also record the first day of the month in the space provided for the date.

2. Recording Expenses-

   a. Expenses are recorded from the information on the check stub.

   b. First record the date of the check, the check number, who the check was written to, and the amount.

   c. Subtract the check from the previous balance and record the new balance opposite the check. (Make sure it agrees with your check stub balance.)

   d. Then record the expense under the proper heading on the right side of the worksheet, spray material, fertilizer, capital investment, ect. If it is a miscellaneous, capital investment, or rental expense, be sure to right a description in the explanation column.

3. Recording Payroll Checks-

   a. Record the full amount of the the check under check amount and the appropriate labor expense column. Payroll deduction records are kept in another place so you record the amount of the check before deductions.

4. Recording Capital Withdrawls-

   a. Record the check number, payee, date and check amount as usual on the left. On the right record the amount under capital withdrawls.

5. Recording Deposits-

   a. Record the check number and date of deposit. (Not the date written on the check).

   b. Write the name of the person or business who wrote the check under the "received from" column.

   c. Write the amount of the check under deposits and add it to the previous balance. (Make sure it agrees with the check stub balance).

   d. On the right record the amount under "income and loans".

6. Balancing and Proving the Income Tax Record

   Before the figures from the worksheet are used to make out the income tax forms they should be checked to make sure they are correct. This is done at the end of each month to make correcting any errors simpler.

   a. At the end of each month total all columns on the worksheet.

   b. The deposit total should equal the income and loans total.

   c. Add the totals of all of the amount columns to the right of the balance column, except for the income and loans total. The total of all these expense columns should equal the total of the check amount column.

d. The total from the balance column should equal your check stub balance.

e. The beginning balance, minus the check amount column total, plus the deposit column total, should equal the ending balance.

d. After you have checked your totals and proven that they are all correct add this months totals to the beginning balances and record them under this months totals. Opposite this months totals write the month and total (June Total) and opposite the years totals write "Year-To-Date Totals".

INCOME TAX RECORD WORKSHEET

Every business has different expense categories because businesses are all different and have different needs. The following worksheet is for a peach ranch. You may not work on a peach ranch but the principles that you learn from this assignment will apply to any business, even though they have different types of expenses and income. The accountant or bookeeper for the business you work for will tell you what headings to put on an income tax record for your particular business.

The following checks and deposits are written in Jordon Farms check book for the month of June, 1980. Record each check and deposit on the income tax record. At the end of the month total all the columns, prove your work, and record the monthy and year-to-date totals.

1 - Check No. 532 - $89.00, paid to Stanislaus Farm Supply for spray material.

2 - Check No. 533 - $1,500, paid to Howard Johnson for a used spray rig.

3 - Check No. 534 - $32.50, paid to Stanislaus Implement and Hardware for spray rig parts.

5 - Check No. 535 - $169.17, paid to Jose Vasquez for spraying labor.

9 - Check No. 536 - $46.00, paid to Turlock Irrigation District (T.I.D.) for irrigation water. electricity to pump

11 - Check No. 537 - $249.00, paid to Mid-County Distributors for gasoline for the farm vehicles.

12 - Check No. 538 - $150.00, paid to Ag. Equipment Rentals for the rent of a catapiller.

13 - Check No. 539 - $189.40, paid to Jose Vasquez for irrigation preperation (labor).

16 - Check No. 540 - $17.32, paid to A & D Auto Parts for tractor parts.

17 - Deposit - $4,500, received check from Tri-Valley Growers, Check No. 43002, for peaches (income).

18 - Check No. 541 - $27.49, paid to Juan Cortez for hoeing around trees (cultivation).

19 - Check No. 542 - $2,000, paid to Tom Jordon, Capital Withdrawl.

20 - Check No. 543 - $177.32, paid to Jose Vasquez for irrigation labor.

23 - Check No. 544 - $42.19, paid to Mike Jordon for hoeing around trees (cultivation).

25 - Check No. 545 - $34.29, paid to J & D Auto Parts for a pickup part.

26 - Check No. 546 - $59.80, paid to Stanislaus Farm Supply for weed oil (spray material).

30 - Check No. 547 - $172.40 to Jose Vasquez for - cultivation - $112.14 and Spraying labor - $60.26.

30 - Check No. 548 - $530.00 to County Lumber Supply for 200 props.

The check stub balance on June 30, 1980 is $17,449.81. Check your work using the steps given in the hand-out.

1. Total all columns and record the months totals.

Check Stub Balance 17,449.81 = Income Tax Record Balance 17,449.81

Income & Loans 4,500.00 = Deposits 4,500.00

Total of Check Amount Column 5,485.88 = Total of all expense columns 5,485.88
(Add the totals of the columns from "Capital Investment" through "Capital Withdrawls" and enter above.)

Beginning Cash Balance 18,435.69
Minus Check Amount Column 5,485.88
Plus Deposits 4,500.00
Total 17,449.81 = Ending cash Balance 17,449.81

2. After proving your work write "June Totals" opposite the months totals.

3. Add the June totals to the beginning balances and record them under the end of month totals. Write "Year-To-Date Totals" opposite the year totals.

as students
receive it)

	Initials	Date
Prepared By		
Approved By		

Income Tax Record – June 19

Date	Paid to or Received From	Ck. No.	1 Check Amount	2 Deposit Amount	3 Cash Balance	4 Capital Investment	5 Rentals
6-1 80	Beginning Balance		44787 97	65223 66	18435 69	13402 70	3402 12

© WILSON JONES COMPANY U.S.A.

ordon Farms
0

6	7	8	9	10	11	12	13
Planting Trees (labor)	Pruning Trees (labor)	Brush Removal (labor)	Fertilizing		Spraying		Cultivating (Labor)
			material	labor	material	labor	
789 30	2400 80	1809 21	983 32	1321 47	1891 62	781 20	1315 71

	Initials	Date
Prepared By		
Approved By		

explanation	Irrigation (electricity)	Irrigation (labor)	Thinning (labor)	Propping, Wiring & Roping (materials)	Propping, Wiring & Roping (labor)
	89 50	167 22	1129 30	106 00	—
used spray rig					
parts for spray rig					
	46 00				
rented catapiller					
		189 40			
tractor parts					
Hoeing					
		177 32			
Hoeing					
pickup part					
weed oil					
200 Props				530 00	
	46 00	366 72	—	530 00	—
	135 50	543 94	1129 30	636 00	—

6	7	8	9	10	11	12	13	
HARVEST								
Picking (labor)	Grading	Hauling (labor)	Gas & Oil	Parts & Repairs	Miscellaneous	Capital Withdrawals	Income & Loans	
			556 32	1789 55	6321 80	10000 00	63223 66	1
								2
								3
				32 50				4
								5
								6
			249 00					7
								8
								9
				17 82				10
							4500 00	11
								12
						2000 00		13
								14
								15
				34 29				16
								17
								18
								19
			249 00	84 11		2000 00	4500 00	20
			805 32	1873 66	6321 80	12000 00	67723 66	21
								22
								23
								24
								25
								26
								27
								28
								29
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								36
								37
								38
								39
								40

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12 - Check No. 538 - $150.00, paid to Ag. Equipment Rentals for the rent of a caterpillar.

13 - Check No. 539 - $189.40, paid to Jose Vasquez for irrigation preparation (labor).

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30 - Check No. 548 - $530.00 to County Lumber Supply for 200 props.

The check stub balance on June 30, 1980 is $17,449.81. Check your work using the steps given in the hand-out.

1. Total all columns and record the months totals.

Check-Stub Balance ________________ = Income Tax Record Balance ____________

Income & Loans ____________________ = Deposits ____________________________

Total of Check Amount Column ______ = Total of all expense columns ________
(Add the totals of the columns from "Capital Investment" through "Capital Withdrawls" and enter above.)

Beginning Balance _________________

Minus Check Amount Column _________

Plus Deposits _____________________

Total _____________________________ = Ending Balance __________________

2. After proving your work write "June Totals" opposite the months totals.

3. Add the June totals to the beginning balances and record them under the end of month totals. Write "Year-To-Date Totals" opposite the year totals.

Key

INCOME TAX RECORD WORKSHEET

Every business has different expense categories because businesses are all different and have different needs. The following worksheet is for a peach ranch. You may not work on a peach ranch but the principles that you learn from this assignment will apply to any business, even though they have different types of expenses and income. The accountant or bookeeper for the business you work for will tell you what headings to put on an income tax record for your particular business.

The following checks and deposits are written in Jordon Farms check book for the month of June, 1980. Record each check and deposit on the income tax record. At the end of the month total all the columns, prove your work, and record the monthy and year-to-date totals.

1 - Check No. 532 - $89.00, paid to Stanislaus Farm Supply for spray material.

2 - Check No. 533 - $1,500, paid to Howard Johnson for a used spray rig.

3 - Check No. 534 - $32.50, paid to Stanislaus Implement and Hardware for spray rig parts.

5 - Check No. 535 - $169.17, paid to Jose Vasquez for spraying labor.

9 - Check No. 536 - $46.00, paid to Turlock Irrigation District (T.I.D.) for irrigation water. electricity to pump

11 - Check No. 537 - $249.00, paid to Mid-County Distributors for gasoline for the farm vehicles.

12 - Check No. 538 - $150.00, paid to Ag. Equipment Rentals for the rent of a catapiller.

13 - Check No. 539 - $189.40, paid to Jose Vasquez for irrigation preparation (labor).

16 - Check No. 540 - $17.32, paid to A & D Auto Parts for tractor parts.

17 - Deposit - $4,500, received check from Tri-Valley Growers, Check No. 43002, for peaches (income).

18 - Check No. 541 - $27.49, paid to Juan Cortez for hoeing around trees (cultivation).

19 - Check No. 542 - $2,000, paid to Tom Jordon, Capital Withdrawl.

20 - Check No. 543 - $177.32, paid to Jose Vasquez for irrigation labor.

23 - Check No. 544 - $42.19, paid to Mike Jordon for hoeing around trees (cultivation).

25 - Check No. 545 - $34.29, paid to J & D Auto Parts for a pickup part.

26 - Check No. 546 - $59.80, paid to Stanislaus Farm Supply for weed oil (spray material).

30 - Check No. 547 - $172.40 to Jose Vasquez for - cultivation - $112.14 and Spraying labor - $60.26.

30 - Check No. 548 - $530.00 to County Lumber Supply for 200 props.

The check stub balance on June 30, 1980 is $17,449.81. Check your work using the steps given in the hand-out.

1. Total all columns and record the months totals.

Check Stub Balance 17,449.81 = Income Tax Record Balance 17,449.81

Income & Loans 4,500.00 = Deposits 4,500.00

Total of Check Amount Column 5,485.88 = Total of all expense columns 5,485.88
(Add the totals of the columns from "Capital Investment" through "Capital Withdrawls" and enter above.)

Beginning ^cash Balance 18,435.69

Minus Check Amount Column 5,485.88

Plus Deposits 4,500.00

Total 17,449.81 = Ending ^cash Balance 17,449.81

2. After proving your work write "June Totals" opposite the months totals.

3. Add the June totals to the beginning balances and record them under the end of month totals. Write "Year-To-Date Totals" opposite the year totals.

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 25

1) LESSON TOPICS:

ESL

Checkwriting Vocabulary

VOC

Beginning: Checkwriting & Typing, Tabulating, Review of Keys, New Keys: "v, z and (:)" and Timed Writings

Advanced: Income Tax Recordkeeping Test and Checkwriting

2) BEHAVIORAL OBJECTIVES:

ESL

--To demonstrate knowledge of vocabulary words in handout by matching at least 7 out of 10 words with correct definitions.

VOC

Beginning:
--To demonstrate understanding of checkwriting procedures by successfully completing the worksheet and by scoring at least 7 out of 10 correct answers on a multiple-choice test.
--To complete Lessons 12 & 13 in Century 21 Typewriting.

Advanced:
--To pass income tax recordkeeping test by 70% score.
--To demonstrate understanding of checkwriting procedures by successfully completing the assignment (see worksheet).
--To show an understanding of income tax recordkeeping, based upon test scores.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

In troduce checkwriting vocabulary. Go over handout, pronounce words properly, have students pronounce words properly. Discuss definitions and make sure students know the meaning of the words.

EVALUATION: Listen to students' pronounciations and correct if necessary.

VOC

Beginning Directions to Students:

Day 1:
1. Type Lesson 12 P.22 - Tabulating, review of all known keys in sentences and paragraphs and 3 one-minute timed writings on a pargraph with all the letters known.
2. Complete checkwriting with handout and lecture.
3. Do assignment of checkwriting worksheet - due Day 2.

Day 2:
1. Type lesson 13, P.24 - Introduction of Y, Z, &, :, tabulating, review of all known keys in sentences and paragraphs and 3 one-minute timed writings on a paragraph with all letters known.
2. Finish "Chechwriting Worksheet" in class with assistance of teacher and aide.
3. Type as many of the checks as possible during rest of period.

1c

VOC

(Advanced) Directions to Students:

Day 1:
1. Take test on Income Tax Recordkeeping. Pass 70% or higher to be certified in income tax recordkeeping.
2. Look over corrected mid-term tests from the previous week. Find out about scores and procedures for making up tests.
3. Get check writing handout. Take notes of lecture.
4. Start assignment of "Check Writing Worksheet", due Day 2, so the checks can be typed. (See attached worksheet.)

Day 2:
1. Type the second set of checks from Day 1's assignment with the same information that you wrote on the first set of checks.
2. Following the handout and lecture, type sample post cards and labels.
4. Take timed writings - P.34, 19E Century 21 Typewriter, (easy paragraph using all letter keys) three one-minute timed writings; subtract errors.

4) NEW VOCABULARY:

See attached handout on check-writing.

5) MATERIALS NEEDED:

Test (Income Tax Recordkeeping), "Checkwriting Vocabulary and Recordkeeping Procedures" handout, "Checkwriting Worksheet", handout for typing labels and post cards, Century 21 Typewriter books.

6) LESSON EVALUATION:

Cover general checkwriting before beginning payroll topic to familiarize students with checkwriting and banking procedures. Most students do not have checking accounts; they need exercises with both the check stub and register (personal and business checking methods). This provided an opportunity to integrate adding machine and electric calculator. Most students had not typed with lines and needed to be shown how to adjust platten roller.

RECORD KEEPING

CHECK WRITING
(PAGANDO CUENTAS)

VOCABULARY

Check - A written order directing the bank to pay out the money of a depositor.

(Cheque - Un orden escrito pidiendo al banco a pager una cantidad de dinero al alguien.)

Check Stub - A small form that is detached from the check and remains in the check book as a record of the check written.

(Talón de cheques - Una parte del cheque que queda en el talonario de cheques para historia del cheque.)

Balance - The amount of money in a checking account.

(Balanza - La cantidad de dinero en el banco.)

Deposit - Money that is put into or "deposited" to the checking account.

(Depósito - dinero que esta puesto en el banco.)

Check Register - A small book in which the checks are recorded if the checks are the type that don't have check stubs. Most personal checks are this type.

(Registro de cheques - un pequeno libro con la historia de los cheques.)

Payee - The person the check is made out to.

(A quien fue pagado el cheque.)

Drawer - The person or business that writes the check.

(Por quien fue escrito el cheque.)

Checkwriter (or check writing machine) - A machine that prints the amount of the check onto the check in a way that can not be changed.

(Una máguina que escribe los cheques para que los numeros no puedan ser cambiados.)

PROCEDURE (PROCEDIMIENTOS)

1. Fill out the check stub or write the information in the check register before writing the check to avoid forgetting this step. Record the exact information that will go on the check.

(Escriba la información del cheque en el registro o el talón de cheque al primero.)

2. Type checks or write them neatly in ink - never in pencil.

(Escriban los cheques por la maguino o pluma.)

3. Number each check and check stub if the check number is not printed on them.

(Escriba un número en el cheque si no hay.)

4. Date the check on the exact date that it is written.

(Escriba la fecha.)

5. Write the name of the payee (the person who is to receive the check) in full. Omit titles such as Mr., Mrs., Miss, ect.

(Escriba a quien será pagado el cheque.)

6. Write the amount of the check in large, bold figures next to the printed dollar sign and close enough to prevent the insertion of other figures.

Escriba la cantidad del cheque muy grandes figuras.)

7. In spelling out the amount of the check, start right next to the printed "Pay to the order of". Capitalize the first letter only and express cents as fractions of 100.

Example: Two hundred fifty-two no/100-------------------------Dollars
Three thousand two hundred forty 75/100---------------Dollars

If you should write a check for less than a dollar, precede the spelled-out amount with the word "only" and cross out the printed "Dollars".

Example: Only forty-nine cents---------------------------------~~Dollars~~.

(Escriba la cantidad en letras muy cerca a "Pay to the order of". Haga la primera letra mayúscula y los centavos en fracción. Si escriba un cheque para menos de dólar, ponga la palabra "only" adelante de la cantidad.)
(solamente)

8. Draw or type a line after the written amount to the word "Dollars" so nothing can be inserted.

(Escriba una linea despues de la cantidad para que nadie pueda escribir otros números.)

9. If you make an error write the word "VOID" accross the check and the check stub (or register) and file the check.

(Si hago un error, escriba la palabra "VOID" en el cheque y talón o registro y archive el cheque.)

10. Do not sign a blank check - anyone chuld cash it. Do not write a check to "Cash" unless you are in the bank getting cash for the cash drawer or for petty cash.

(Nunca escriba su nombre en un cheque blanco.)

CHECK STUB (TALON DE CHEQUE)

umero-------------- No. 153
ECHA ---------- December 10, 1980
QUIEN?---------- To Martinez Supplies
ARA?---------- For office supplies

		DOLLARS	CENTS
a balanza- espues esta heque	BAL. BROT FORWARD	1,342	71
	AMOUNT DEPOSITED	—	
	TOTAL	1,342	71
a cantidad- el cheque	AMOUNT THIS CHECK	12	00
alanza	BALANCE	1,330	71

CHECK (CHEQUE)

JOHNSON AND SEARS
32 JEFFERSON SQUARE DAVENPORT, IOWA

No. 153 ----------Numero

1-30/210

December 10, 1980 ----------Fecha

(a quien fue pagado el cheque)

PAY TO THE ORDER OF Martinez Supplies —— $12.00 ---Cantidad en figuras

Twelve 00/100 —— DOLLARS ---Cantidad en letras

CITIZENS NATIONAL BANK
DAVENPORT, IOWA

Denise Matthew

⑆0210⑈130⑆ 531⑈15397⑈

CHECK REGISTER

Cheque Numero CHECK NO.	Fecha DATE	A quien? CHECK ISSUED TO	Cantidad AMOUNT OF CHECK		DATE OF DEP.	Deposito AMOUNT OF DEPOSIT		Balanza BALANCE	
								1,342	71
153	12/10	Martinez Supplies (office supplies)	12	00		—		1,330	71

CHECK WRITING WORKSHEET

Write checks for the following items. Record the information on the check stub and in the check register provided. Be sure to deduct each check from the Balance brought forward (the previous balance) and record the new balance. Then type the same information on the second set of checks. You should use the adding machine or calculator to deduct each check from the balance brought forward.

1980

June 1 - Check No. 532 - $89.00, paid to Stanislaus Farm Supply for spray material.

June 2 - Check No. 533 - $1,500.00, paid to Howard Johnson for a used spray rig.

June 3 - Check No. 534 - $32.50, paid to Stanislaus Implement and Hardware for spray rig parts.

June 9 - Check No. 535 - $46.00, paid to Turlock Irrigation District (T.I.D.) for electricity to irrigate.

June 9 - Void check No. 535 and write Check No. 536 to T.I.D. for $46.66.

June 12 - Check No. - 537 - $2,000.00, paid to Tom Jordon as a capital withdrawl.

June 26 - Check No. 538 - 79¢, paid to Ag. Information for a brochure to be sent through the mail. (Even though it is only 79¢ we are sending a check because it isn't safe to send cash in the mail.)

June 30 - Check No. 539 - $46.50, paid to petty cash to replenish the fund at the end of the month.

CHECK REGISTER

CHECK NO.	DATE	CHECK ISSUED TO	AMOUNT OF CHECK		✓	DATE OF DEP.	AMOUNT OF DEPOSIT		BALANCE 12,111 21	

No.

________________ 19 ___

To ________________

For ________________

	DOLLARS	CENTS
BAL. BROT FORWARD		
AMOUNT DEPOSITED		
TOTAL		
AMOUNT THIS CHECK		
BALANCE		

JORDON FARMS

32 JEFFERSON SQUARE DAVENPORT, IOWA

No.

1-30
210

________________ 19 ___

PAY TO THE ORDER OF ________________________ $ ________

________________________________ DOLLARS

CITIZENS NATIONAL BANK
DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

____
Tom Jordan

No.

________________ 19 ___

To ________________

For ________________

	DOLLARS	CENTS
BAL. BROT FORWARD		
AMOUNT DEPOSITED		
TOTAL		
AMOUNT THIS CHECK		
BALANCE		

JORDON FARMS

32 JEFFERSON SQUARE DAVENPORT, IOWA

No.

1-30
210

________________ 19 ___

PAY TO THE ORDER OF ________________________ $ ________

________________________________ DOLLARS

CITIZENS NATIONAL BANK
DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

____
Tom Jordon

No.

________________ 19 ___

To ________________

For ________________

	DOLLARS	CENTS
BAL. BROT FORWARD		
AMOUNT DEPOSITED		
TOTAL		
AMOUNT THIS CHECK		
BALANCE		

JORDON FARMS

32 JEFFERSON SQUARE DAVENPORT, IOWA

No.

1-30
210

________________ 19 ___

PAY TO THE ORDER OF ________________________ $ ________

________________________________ DOLLARS

CITIZENS NATIONAL BANK
DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

____
Tom Jordon

No.

________________ 19 ___

To ________________

For ________________

	DOLLARS	CENTS
BAL. BROT FORWARD		
AMOUNT DEPOSITED		
TOTAL		
AMOUNT THIS CHECK		
BALANCE		

JORDON FARMS

32 JEFFERSON SQUARE DAVENPORT, IOWA

No.

1-30
210

________________ 19 ___

PAY TO THE ORDER OF ________________________ $ ________

________________________________ DOLLARS

CITIZENS NATIONAL BANK
DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

____
Tom Jordon

CHECK WRITING WORKSHEET

Key

Write checks for the following items. Record the information on the check stub and in the check register provided. Be sure to deduct each check from the balance brought forward (the previous balance) and record the new balance. Then type the same information on the second set of checks. You should use the adding machine or calculator to deduct each check from the balance brought forward.

1980

June 1 - Check No. 532 - $89.00, paid to Stanislaus Farm Supply for spray material.

June 2 - Check No. 533 - $1,500.00, paid to Howard Johnson for a used spray rig.

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June 9 - Void check No. 535 and write Check No. 536 to T.I.D. for $46.66.

June 12 - Check No. - 537 - $2,000.00, paid to Tom Jordon as a capital withdrawl.

June 26 - Check No. 538 - 79¢, paid to Ag. Information for a brochure to be sent through the mail. (Even though it is only 79¢ we are sending a check because it isn't safe to send cash in the mail.)

June 30 - Check No. 539 - $46.50, paid to petty cash to replenish the fund at the end of the month.

CHECK REGISTER

CHECK NO.	DATE	CHECK ISSUED TO	AMOUNT OF CHECK		✓	DATE OF DEP.	AMOUNT OF DEPOSIT		BALANCE 12,[illegible]	21
532	6/1	Stanislaus Farm Supply	89	00					12,200	21
533	6/2	Howard Jonnson	1,500	00					10,700	21
534	6/3	Stanislaus Implement	32	50					10,667	71
VOID ~~535~~	~~6/9~~	~~T. I. D.~~	~~46~~	~~00~~					~~10,621~~	~~71~~ VOID
536	6/9	T. I. D.	46	66					10,621	05
537	6/12	Tom Jordon	2,000	00					8,621	05
538	6/26	Ag. Information	—	79					8,620	26
539	6/30	Petty Cash	46	50					8,573	76

No. 532

June 1, 1980

To Stanislaus Farm Supply

For Spray material

	DOLLARS	CENTS
BAL. BROT FORWARD	12,111	21
AMOUNT DEPOSITED		
TOTAL	12,111	21
AMOUNT THIS CHECK	89	00
BALANCE	12,200	21

JORDON FARMS

32 JEFFERSON SQUARE DAVENPORT, IOWA

No. 532

1-30/210

June 1, 1980

PAY TO THE ORDER OF Stanislaus Farm Supply $ 89.00

Eighty-nine no/100 DOLLARS

CITIZENS NATIONAL BANK

DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

Tom Jordan

No. 533

June 2, 1980

To Howard Johnson

For a used spray rig

	DOLLARS	CENTS
BAL. BROT FORWARD	12,200	21
AMOUNT DEPOSITED		
TOTAL	12,200	21
AMOUNT THIS CHECK	1,500	00
BALANCE	10,700	21

JORDON FARMS

32 JEFFERSON SQUARE DAVENPORT, IOWA

No. 533

1-30/210

June 2, 1980

PAY TO THE ORDER OF Howard Johnson $ 1,500.00

One thousand five hundred no/100 DOLLARS

CITIZENS NATIONAL BANK

DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

Tom Jordon

No. 534

June 3, 1980

To Stanislaus Implement & Hardware

For spray rig parts

	DOLLARS	CENTS
BAL. BROT FORWARD	10,700	21
AMOUNT DEPOSITED		
TOTAL	10,700	21
AMOUNT THIS CHECK	32	50
BALANCE	10,667	71

JORDON FARMS

32 JEFFERSON SQUARE DAVENPORT, IOWA

No. 534

1-30/210

June 3, 1980

PAY TO THE ORDER OF Stanislaus Implement & Hardware $ 32.50

Thirty-two 50/100 DOLLARS

CITIZENS NATIONAL BANK

DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

Tom Jordon

VOID

No. 535

June 9, 1980

To T. I. D.

For irrigation electricity

	DOLLARS	CENTS
BAL. BROT FORWARD	10,667	71
AMOUNT DEPOSITED		
TOTAL	10,667	71
AMOUNT THIS CHECK	46	00
BALANCE	10,621	71

JORDON FARMS

32 JEFFERSON SQUARE DAVENPORT, IOWA

No. 535

1-30/210

June 9, 1980

PAY TO THE ORDER OF T. I. D. $ 46.00

Forty-six no/100 DOLLARS

CITIZENS NATIONAL BANK

DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

Tom Jordon

(Secretarial Work Applied: 19— Unit 13, Part 8, Page 507)

No. 536

June 9, 1980

To T.I.D.

irrigation electricity

	DOLLARS	CENTS
BAL. BROT FORWARD	10,667	71
AMOUNT DEPOSITED		
TOTAL	10,667	71
AMOUNT THIS CHECK	46	66
BALANCE	10,621	05

JORDON FARMS
32 JEFFERSON SQUARE DAVENPORT, IOWA

No. 536

1-30
210

June 9, 1980

PAY TO THE ORDER OF T. I. D. $46.66

Forty-six 66/100 DOLLARS

CITIZENS NATIONAL BANK
DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

Tom Jordon

No. 537

June 12, 1980

To Tom Jordon

For capital withdrawl

	DOLLARS	CENTS
BAL. BROT FORWARD	10,621	05
AMOUNT DEPOSITED		
TOTAL	10,621	05
AMOUNT THIS CHECK	2,000	00
BALANCE	8,621	05

JORDON FARMS
32 JEFFERSON SQUARE DAVENPORT, IOWA

No. 537

1-30
210

June 12, 1980

PAY TO THE ORDER OF Tom Jordon $2,000.00

Two Thousand no/100 DOLLARS

CITIZENS NATIONAL BANK
DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

Tom Jordon

No. 538

June 26, 1980

To Ag. Information

For brochure

	DOLLARS	CENTS
BAL. BROT FORWARD	8,621	05
AMOUNT DEPOSITED		
TOTAL	8,621	05
AMOUNT THIS CHECK	—	79
BALANCE	8,620	26

JORDON FARMS
32 JEFFERSON SQUARE DAVENPORT, IOWA

No. 538

1-30
210

June 26, 1980

PAY TO THE ORDER OF Ag. Information $79¢

Only seventy-nine cents DOLLARS

CITIZENS NATIONAL BANK
DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

Tom Jordon

No. 539

June 30, 1980

To Petty Cash

For to replenish the fund

	DOLLARS	CENTS
BAL. BROT FORWARD	8,620	26
AMOUNT DEPOSITED		
TOTAL	8,620	26
AMOUNT THIS CHECK	46	50
BALANCE	8,573	76

JORDON FARMS
32 JEFFERSON SQUARE DAVENPORT, IOWA

No. 539

1-30
210

June 30, 1980

PAY TO THE ORDER OF Petty Cash $46.50

Forty-six 50/100 DOLLARS

CITIZENS NATIONAL BANK
DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

Tom Jordon

(Secretarial Work Applied: 48 — Unit 13, Part 8, Page 807)

No.

__________________ 19 ___

To __________________

For __________________

	DOLLARS	CENTS
BAL. BROT FORWARD		
AMOUNT DEPOSITED		
TOTAL		
AMOUNT THIS CHECK		
BALANCE		

JORDON FARMS No.

32 JEFFERSON SQUARE DAVENPORT, IOWA

1-30/210

__________________ 19 ___

PAY TO THE ORDER OF __________________ $ ______

__________________ DOLLARS

CITIZENS NATIONAL BANK

DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

Tom Jordan

No.

__________________ 19 ___

To __________________

For __________________

	DOLLARS	CENTS
BAL. BROT FORWARD		
AMOUNT DEPOSITED		
TOTAL		
AMOUNT THIS CHECK		
BALANCE		

JORDON FARMS No.

32 JEFFERSON SQUARE DAVENPORT, IOWA

1-30/210

__________________ 19 ___

PAY TO THE ORDER OF __________________ $ ______

__________________ DOLLARS

CITIZENS NATIONAL BANK

DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

Tom Jordon

No.

__________________ 19 ___

To __________________

For __________________

	DOLLARS	CENTS
BAL. BROT FORWARD		
AMOUNT DEPOSITED		
TOTAL		
AMOUNT THIS CHECK		
BALANCE		

JORDON FARMS No.

32 JEFFERSON SQUARE DAVENPORT, IOWA

1-30/210

__________________ 19 ___

PAY TO THE ORDER OF __________________ $ ______

__________________ DOLLARS

CITIZENS NATIONAL BANK

DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

Tom Jordon

No.

__________________ 19 ___

To __________________

For __________________

	DOLLARS	CENTS
BAL. BROT FORWARD		
AMOUNT DEPOSITED		
TOTAL		
AMOUNT THIS CHECK		
BALANCE		

JORDON FARMS No.

32 JEFFERSON SQUARE DAVENPORT, IOWA

1-30/210

__________________ 19 ___

PAY TO THE ORDER OF __________________ $ ______

__________________ DOLLARS

CITIZENS NATIONAL BANK

DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

Tom Jordon

These checks to be typed with the identical information

(Secretarial Work Applied: 48 — Unit 13, Part 2, Page 507)

No.

_________________ 19 ___

To ___________________

____

For ___________________

	DOLLARS	CENTS
BAL. BROT FORWARD		
AMOUNT DEPOSITED		
TOTAL		
AMOUNT THIS CHECK		
BALANCE		

JORDON FARMS No.

32 JEFFERSON SQUARE DAVENPORT, IOWA

1-30/210

_________________ 19 ___

PAY TO THE ORDER OF ______________________________ $ ________

____ DOLLARS

CITIZENS NATIONAL BANK

DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

Tom Jordan

No.

_________________ 19 ___

To ___________________

____

For ___________________

	DOLLARS	CENTS
BAL. BROT FORWARD		
AMOUNT DEPOSITED		
TOTAL		
AMOUNT THIS CHECK		
BALANCE		

JORDON FARMS No.

32 JEFFERSON SQUARE DAVENPORT, IOWA

1-30/210

_________________ 19 ___

PAY TO THE ORDER OF ______________________________ $ ________

____ DOLLARS

CITIZENS NATIONAL BANK

DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

Tom Jordon

No.

_________________ 19 ___

To ___________________

____

For ___________________

	DOLLARS	CENTS
BAL. BROT FORWARD		
AMOUNT DEPOSITED		
TOTAL		
AMOUNT THIS CHECK		
BALANCE		

JORDON FARMS No.

32 JEFFERSON SQUARE DAVENPORT, IOWA

1-30/210

_________________ 19 ___

PAY TO THE ORDER OF ______________________________ $ ________

____ DOLLARS

CITIZENS NATIONAL BANK

DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

Tom Jordon

No.

_________________ 19 ___

To ___________________

____

For ___________________

	DOLLARS	CENTS
BAL. BROT FORWARD		
AMOUNT DEPOSITED		
TOTAL		
AMOUNT THIS CHECK		
BALANCE		

JORDON FARMS No.

32 JEFFERSON SQUARE DAVENPORT, IOWA

1-30/210

_________________ 19 ___

PAY TO THE ORDER OF ______________________________ $ ________

____ DOLLARS

CITIZENS NATIONAL BANK

DAVENPORT, IOWA

⑆0210⑈130⑆ 531⑈15397⑈

Tom Jordon

(Secretarial Work Applied: 49 — Unit 18, Part 2, Page 507)

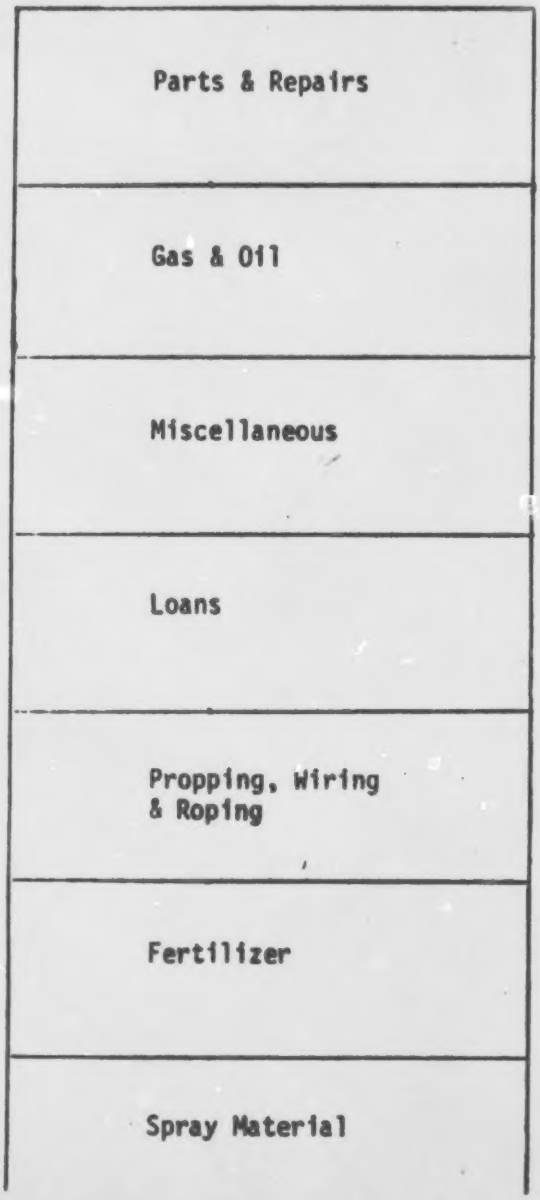
TYPING LABELS

Labels usually come in long rolls. They may be pressure sensitive and stuck to a backing or prepasted and perforated to be torn off as needed. Both types of labels should be left attached until after they have been typed.

The headings should be centered on the labels. If you are typing many labels, determine a standard left margin setting by centering the longest title and using the same setting for all the labels. The horizontal center of a 3 inch pressure sensitive label is 18. The 3 1/2 inch prepasted labels center is 21.

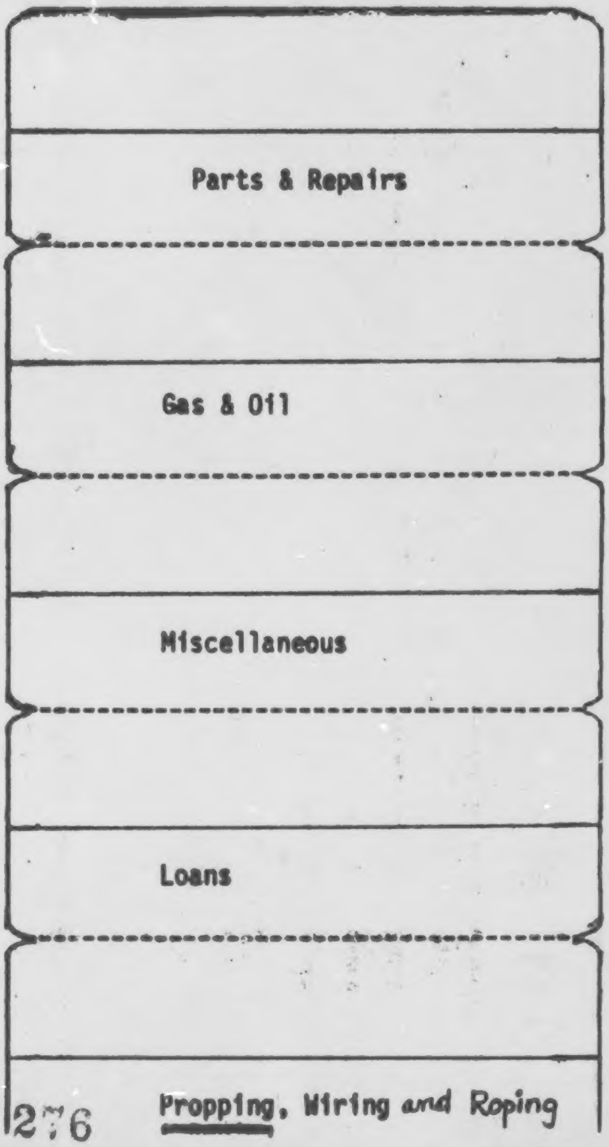
PRESSURE SENSITIVE LABEL

-Center heading horizontally
-Begin on line 3 for a 1 or 2 line heading


Parts & Repairs
Gas & Oil
Miscellaneous
Loans
Propping, Wiring & Roping
Fertilizer
Spray Material

PREPASTED LABELS

-Center heading horizontally
-Begin on line 6 for a 1 or 2 line heading
(prepasted labels are folded in half over the edge of a file folder tab)


Parts & Repairs
Gas & Oil
Miscellaneous
Loans
Propping, Wiring and Roping

TYPING POST CARDS

ADDRESSING A POST CARD

Return Address - Begin on line 2
Left margin 3

Mailing Address - Begin on line 13
Left margin 25

Jordon Farms
3406 Downie Road
Turlock, CA 95380

California Almond Association
5621 North Michigan Avenue
Salida, CA 95319

W A 5 Prob 1

TYPING THE MESSAGE

-Left Margin 5, Right Margin 60
-Single Space
-Date on line 3
(Triple space before salutation)
-Salutation on line 6
(Double space before body)

Triple space after the date

Double space

Center the address

ble space after address

April 14, 1980

Gentlemen:

Please send me your free brochure The Almond Grower. Will you also add my name to your mailing list to receive the monthly "Almond Growers Newsletter".

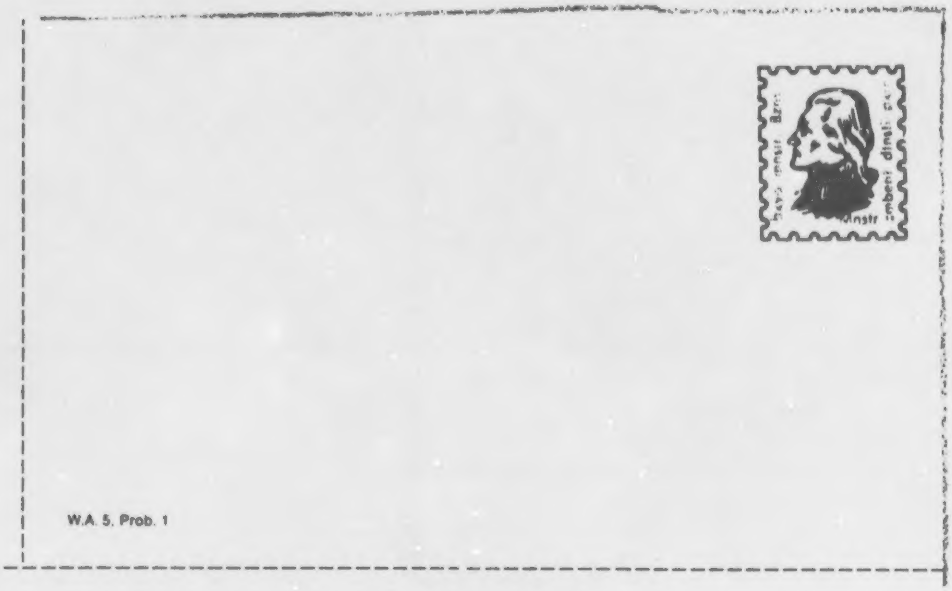
Tom Jordon
Jordon Farms
3406 Downie Road
Turlock, CA 95380

Sincerely,

Tom Jordon 277

254

A STAMPED
POST CARD



NAME ______________

DATE ______________

THE MONTHS OF THE YEAR

JANUARY	JAN.	JULY	JULY
FEBRUARY	FEB.	AUGUST	AUG.
MARCH	MAR.	SEPTEMBER	SEPT.
APRIL	APR.	OCTOBER	OCT.
MAY	MAY	NOVEMBER	NOV.
JUNE	JUNE	DECEMBER	DEC.

NATIONAL HOLIDAYS

NEW YEARS DAY	JAN.	INDEPENDENCE DAY	JULY
ABRAHAM LINCOLN'S BIRTHDAY	FEB.	LABOR DAY	SEPT.
GEORGE WASHINGTON'S BIRTHDAY	FEB.	COLUMBUS DAY	OCT.
EASTER	APR.	VETERANS DAY	OCT.
MEMORIAL DAY	MAY	THANKSGIVING DAY	NOV.
CHRISTMAS DAY	DEC.		

DAYS OF THE WEEK

MONDAY	MON.	THURSDAY	THURS.
TUESDAY	TUES.	FRIDAY	FRI.
WEDNESDAY	WED.	SATURDAY	SAT.
SUNDAY	SUN.		

INCOME TAX RECORDS

VOCABULARY

Deposit - Money put into or "deposited" to a checking account.

Balance - The amount of money in a checking account after a check has been deducted (subtracted) or a deposit has been added. Also the amount of money in any account at a given time.

Capital Investment - Buying equipment, trees, tractors and other permanent investments. Things that are used up such as supplies, fertilizers, spray, ect. are not capital investments.

BUSINESS EXPENSES ON A PEACH RANCH

Rentals - If a farmer does not have a particular piece of equipment that he needs he may rent it rather than making a big investment in a piece of equipment that isn't used very often.

Planting - Putting new trees into the ground, a labor expense.

Pruning - Cutting off unwanted branches on the trees, a labor expense.

Brush Removal - Removing the tree trimmings from the orchard, a labor expense.

Fertilizing - "Feeding" the trees with chemical or animal fertilizers. Expenses include cost of materials and labor.

Spraying - Putting liquid chemicals on the trees or on the ground to kill harmful insects, weeds, ect. Expenses include cost of materials and labor.

Irrigation - Flooding or sprinkling the orchard with water. Expenses include labor for preperation of the orchard and actual irrigation and the cost of water (electricity to pump water).

Cultivating - Various ground treatments including discing, hoeing, mowing, ripping, and scraping. A labor expense.

Thinning - Removing some of the peaches from the trees in the early stages so there are not too many peaches on the trees. A labor expense.

Propping, Wiring, Roping - When the trees get heavy with fruit they must be supported to keep the limbs from breaking. Expenses include the cost of props, wire and rope, and the labor involved.

Picking - Taking the ripe fruit off the trees. Can be done by hand or machine. A labor expense.

Grading - Sorting the fruit by quality and size, a labor expense.

Hauling - Taking the fruit from the orchard, to the grader, and to the loading dock or cannery. A labor expense.

Gas & Oil - Gasoline and oil used in farm vehicles, tractors, trucks, pickups, business cars, ect.

Parts & Repairs - Parts and repairs for farm vehicles.

Miscellaneous - Any business expenses that do not fit into one of the other categories. The expenses should be described in the place provided.

Capital Withdrawls - Money taken out of the business by the owner for his own personal use.

Income - The money the farmer gets for his crops. Usually in the form of a check from the cannery.

Loans - Many farmers borrow money in the winter to cover their expenses until the crop is harvested.

PROCEDURE

Keeping a record of business expenses and income is very important because income taxes are based on these figures. It is important to keep accurate and up-to-date records and to keep all receipts, check stubs, bills, ect. to prove your records.

Many farmers use a simple income tax worksheet to record their business transactions. This worksheet is given to the accountant or bookeeper who takes the figures and makes out the necessary income tax forms.

Using the Income Tax Worksheet-

1. Record the beginning balances (from the previous months totals) on the first line of the income tax record. These balances are the totals for the year up to the present month. Also record the first day of the month in the space provided for the date.

2. Recording Expenses-

   a. Expenses are recorded from the information on the check stub.

   b. First record the date of the check, the check number, who the check was written to, and the amount.

   c. Subtract the check from the previous balance and record the new balance opposite the check. (Make sure it agrees with your check stub balance.)

   d. Then record the expense under the proper heading on the right side of the worksheet, spray material, fertilizer, capital investment, ect. If it is a miscellaneous, capital investment, or rental expense, be sure to right a description in the explanation column.

3. Recording Payroll Checks-

   a. Record the full amount of the the check under check amount and the appropriate labor expense column. Payroll deduction records are kept in another place so you record the amount of the check before deductions.

4. Recording Capital Withdrawls-

   a. Record the check number, payee, date and check amount as usual on the left. On the right record the amount under capital withdrawls.

5. Recording Deposits-

   a. Record the check number and date of deposit. (Not the date written on the check).

   b. Write the name of the person or business who wrote the check under the "received from" column.

   c. Write the amount of the check under deposits and add it to the previous balance. (Make sure it agrees with the check stub balance).

   d. On the right record the amount under "income and loans".

6. Balancing and Proving the Income Tax Record

   Before the figures from the worksheet are used to make out the income tax forms they should be checked to make sure they are correct. This is done at the end of each month to make correcting any errors simpler.

   a. At the end of each month total all columns on the worksheet.

   b. The deposit total should equal the income and loans total.

   c. Add the totals of all of the amount columns to the right of the balance column, except for the income and loans total. The total of all these expense columns should equal the total of the check amount column.

d. The total from the balance column should equal your check stub balance.

e. The beginning balance, minus the check amount column total, plus the deposit column total, should equal the ending balance.

d. After you have checked your totals and proven that they are all correct add this months totals to the beginning balances and record them under this months totals. Opposite this months totals write the month and total (June Total) and opposite the years totals write "Year-To-Date Totals".

NAME Key

TEST

INCOME TAX RECORDS

VOCABULARY

Possible Points - 10 Passing - 7 Your Score - ____

Match the word to it's correct meaning by placing the letter of the definition by the word it goes with.

c 1. Deposit
e 2. Balance
d 3. Capital Investment
f 4. Miscellaneous
g 5. Capital Withdrawl
b 6. Income
a 7. Loan
j 8. Labor
i 9. Material
h 10. June Totals

a. Borrowing money
b. The money a farmer gets for his crops.
c. Money put into a checking account.
d. Any type of permanent purchase for a business.
e. The amount of money in an account.
f. Business costs that do not fit into any other account (category).
g. Money taken out of a business by the owner.
h. The totals for one month.
i. Spray, fertilizer, ect. Things that are purchased and used up by a business.
j. The expense of paying employees.

MULTIPLE CHOICE

Possible Points - 10 Passing - 7 Your Score - ____

Circle the letter of the answer that best answers the question.

1. What is the purpose of keeping income tax records?

   [✓ a.] To have a complete and accurate record of all business costs and income.
   b. To keep the business checking account balanced and up to date.
   c. To keep track of labor expenses.

2. On line 1 of the income tax record the beginning balances are recorded. What are beginning balances ?

   a. This months totals.
   b. Last months totals.
   [✓ c.] The totals from all the months before this month.

3. When a check is written the amount of the check is recorded in the column that is labeled-

[✓ a.] check amount.
b. deposit amount.
c. date.

4. Payroll checks are recorded on the income tax record-

a. after deductions.
[✓ b.] before deductions.
c. are not recorded at all.

5. The income tax record is used to prepare income tax forms at the end of the year. The cancelled checks, receipts, payroll records and other documents that are used to do the income tax record must be-

[✓ a.] filed as proof of the information written in the income tax record.
b. thrown away so no one will see them.
c. sent in with the income tax form.

6. At the end of the month the total of the deposit amount column should equal-

[✓ a.] the income and loans total.
b. the capital investment total
c. the miscellaneous total

7. At the end of the month the total of all the columns to the right of the cash balance except income and loans, should equal the-

[✓ a.] paid amount total.
b. deposit amount total.
c. beginning cash balance.

8. The year-to-date totals include-

a. the current month only.
b. all the months in this year except this month.
[✓ c.] the current month plus all the months before.

9. The beginning cash balance, plus the deposit amount total, minus the check amount total, should equal the-

[✓ a.] **ending cash balance.**
b. deposit amount total.
c. capital investment total.

10. At the end of the month the cash balance should equal the-

a. deposit amount total.
b. capital investment total.
[✓ c.] check stub cash balance.

NAME ______________________________

TEST

INCOME TAX RECORDS

VOCABULARY

Possible Points - 10   Passing - 7   Your Score - ____

Match the word to it's correct meaning by placing the letter of the definition by the word it goes with.

____ 1. Deposit
____ 2. Balance
____ 3. Capital Investment
____ 4. Miscellaneous
____ 5. Capital Withdrawal
____ 6. Income
____ 7. Loan
____ 8. Labor
____ 9. Material
____ 10. June Totals

a. Borrowing money
b. The money a farmer gets for his crops.
c. Money put into a checking account.
d. Any type of permanent purchase for a business.
e. The amount of money in an account.
f. Business costs that do not fit into any other account (category).
g. Money taken out of a business by the owner.
h. The totals for one month.
i. Spray, fertilizer, ect. Things that are purchased and used up by a business.
j. The expense of paying employees.

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   a. check amount.
   b. deposit amount.
   c. date.

4. Payroll checks are recorded on the income tax record-

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   b. before deductions.
   c. are not recorded at all.

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   a. filed as proof of the information written in the income tax record.
   b. thrown away so no one will see them.
   c. sent in with the income tax form.

6. At the end of the month the total of the deposit amount column should equal-

   a. the income and loans total.
   b. the capital investment total
   c. the miscellaneous total

7. At the end of the month the total of all the columns to the right of the cash balance except income and loans, should equal the-

   a. paid amount total.
   b. deposit amount total.
   c. beginning cash balance.

8. The year-to-date totals include-

   a. the current month only.
   b. all the months in this year except this month.
   c. the current month plus all the months before.

9. The beginning cash balance, plus the deposit amount total, minus the check amount total, should equal the-

   a. ending cash balance.
   b. deposit amount total.
   c. capital investment total.

10. At the end of the month the cash balance should equal the-

   a. deposit amount total.
   b. capital investment total.
   c. check stub cash balance.

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 26

1) LESSON TOPICS:

ESL

Payroll Records Vocabulary

VOC

Beginning: Typing and Payroll

Advanced: Checkwriting Test, Payroll Records (W-4 Form, SSN Application, Time Card).

2) BEHAVIORAL OBJECTIVES:

ESL

--To Understand and use properly the vocabulary for payroll records.

--To demonstrate knowledge of vocabulary from the handout by scoring 70% or higher on a definition matching test.

VOC

Beginning and Advanced:

--To demonstrate knowledge of the W-4 form by correctly filling it out with personal information; correctly typing numbers, etc. on ruled form.

Advanced:

--To correctly answer checkwriting questions on test.

--To demonstrate understanding of payroll procedures by successfully completing the assignments.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

Pronounce words on handout, go through definitions and have students read sentences aloud. Explain meanings of each word. Reinforce new words using flash cards with one word per card. Students can practice with these in pairs in class or at break.

EVALUATION: Listen to students' pronunciations, and correct or ask class for correct pronunciations and meanings.

VOC

Beginning:

Day 1:
1. Type Lesson 14, P.26, Century 21 Typewriting, introduce "B, ?, and backspacer". Practice old and new keys in sentences and paragraphs.
2. Take checkwriting test.
3. Write notes from lectures on payroll records.

Day 2:
1. Type Lesson 15, P.27, Century 21 Typewriting, review all known keys in sentences and paragraphs. Take 3 one-minute timed writings on paragraph containing all letter keys. (This is the last typing lesson; all letter keys have been learned.)
2. Take notes from lecture on social security cards & W-4 forms. Review handout.
3. Do assignment. Fill out application for social security card with personal information. (This can be done in class as a group because of language barrier.) Then, try to type information onto new SSN application.

VOC

(Advanced) Directions to Students:

Day 1:
1. Take test on check writing.
2. Discuss handout on payroll records.
3. Do assignment. Take home and fill out application for Social Social Security Card and W-4 form.

Day 2:
1. Type W-4 form and social security application from handwritten forms.
2. Take notes of lecture on time cards. Review of section in handout on time cards.
3. Do assignment "Time Card Worksheet".
4. Take 3 one-minute timed writings (P.36 20E, Century 21 Typewriting).
5. Type a memo with carbon copy.
6. Start assignment on handout of payroll study guide.

4) NEW VOCABULARY:

See handout (payroll vocabulary)

5) MATERIALS NEEDED:

Payroll handouts (method and vocabulary), flash cards of payroll vocabulary, checkwriting test, Century 21 Typewriting book, carbon paper

6) LESSON EVALUATION:

Beginning:

After working with the beginning group on other recordkeeping topics, we presented a simpler spelling version than that given to the advanced class. Vocabulary words and payroll forms were emphasized instead of theory and procedure.

The beginning group is not ready for abstract concepts and theory, especially in English. They need much more individual help than the advanced class, so most of their work has to be done in class with the teacher's help or as a group assignment. Otherwise their previous homework assignments return unifnished.

The beginning students have completed all lessons in text book introducing letter keys. They are now ready for numbers and the same types of typing assignments as given to the advanced students.

Advanced:

Advanced:

This lesson went very well, especially considering the degree of difficulty. I found it very important to go through each form in class and explain even the common terms thoroughly, because many students did not understand them on forms which most of us take for granted for granted. The students seem to be familiar enough with forms and monetary terms at this point to easily comprehend the unit on payroll. I would suggest that this unit always be given last within the recordkeeping section) because the other units (checkwriting, income tax records, etc.) help prepare the student to learn payroll recordkeeping.

NAME _______________________________

TEST

CHECK WRITING

VOCABULARY

Possible Points - 10   Passing - 7   Your Score - _____

Match the word to it's correct meaning by placing the letter of the definition by the word it goes with.

_____ 1. Check

_____ 2. Check Stub

_____ 3. Balance

_____ 4. Deposit

_____ 5. Check Register

_____ 6. Payee

_____ 7. Drawer

_____ 8. Checkwriter

_____ 9. Balance brought forward

_____ 10. Pay to the order of

a. The person or business that writes the check.

b. The amount of money in an account.

c. A machine that prints the amount of the check onto the check in a way that can't be changed.

d. The person the check is made out to.

e. A written order directing the bank to pay out the money of a depositor.

f. A small book in which the checks are recorded if they do not have check stubs.

g. The checking account balance before the check is written.

h. A small form that is detached from the check and remains in the check book as a record of the check.

i. Money that is put into a checking account.

j. The words that are printed on the check in front of the name of the person the check is made out to.

Multiple Choice

Possible Points - 10   Passing - 7   Your Score - _____

Circle the letter of the answer that best answers the question.

1. The check stub or check register should always be filled out-

   a. after the check is written.
   b. after the check is mailed.
   c. before the check is written.

2. Checks should always be written-

   a. in ink or typed.
   b. in pencil.
   c. in erasable ink.

3. A check should be dated-

   a. with the date the person will receive the check.
   b. with the date it is written.
   c. with the date the bill is due.

4. When writing the name of the payee on the check-

   a. always write Miss, Mr. or Mrs. before the name.
   b. always write Ms., Miss, or Mrs. before a woman's name.
   c. do not use titles such as Mr., Miss, or Mrs. before the name.

5. When you are writing the amount of the check in numbers-

   a. write it in large, clear figures right next to the dollar sign ($).
   b. write it in large clear figures right next to "Pay to the order of".
   c. write the cents as a fraction of 100.

6. In spelling out the amount of the check-

   a. capitalize every word and write the cents as a fraction of 100.
   b. capitalize only the first word and write the cents as a fraction of 100.
   c. capitalize only the first word and write the cents in figures.

7. If you should write a check for less than a dollar it should be written this way-

   a. Forty-nine cents---~~Dollars~~
   b. Only forty-nine cents-------------------------------------~~Dollars~~
   c. Only forty-nine ¢---Dollars

8. If you make an error on a check-

   a. erase the error and write it correctly.
   b. use liquid paper to correct the error.
   c. write "VOID" across the check and the check stub or check register, file the check, and write a new check.

9. Do not sign a blank check because-

   a. you might forget to write the amount down on the check stub or check register.
   b. anyone could cash the check.
   c. the bank won't know who the check is to or how much it is for.

10. When writing a check to "Cash" or "Petty Cash"-

   a. mail it to the bank to be cashed.
   b. write the check at the office and take it to the bank.
   c. don't write the check until you get to the bank and are ready to cash it.

NAME Key

TEST

CHECK WRITING

VOCABULARY

Possible Points - 10 Passing - 7 Your Score - ____

Match the word to it's correct meaning by placing the letter of the definition by the word it goes with.

e 1. Check
h 2. Check Stub
b 3. Balance
i 4. Deposit
f 5. Check Register
d 6. Payee
a 7. Drawer
c 8. Checkwriter
g 9. Balance brought forward
j 10. Pay to the order of

a. The person or business that writes the check.

b. The amount of money in an account.

c. A machine that prints the amount of the check onto the check in a way that can't be changed.

d. The person the check is made out to.

e. A written order directing the bank to pay out the money of a depositor.

f. A small book in which the checks are recorded if they do not have check stubs.

g. The checking account balance before the check is written.

h. A small form that is detached from the check and remains in the check book as a record of the check.

i. Money that is put into a checking account.

j. The words that are printed on the check in front of the name of the person the check is made out to.

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   b. after the check is mailed.
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   [✓ a.] in ink or typed.
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   c. in erasable ink.

3. A check should be dated-

   a. with the date the person will receive the check.
   [✓ b.] with the date it is written.
   c. with the date the bill is due.

4. When writing the name of the payee on the check-

   a. always write Miss, Mr. or Mrs. before the name.
   b. always write Ms., Miss, or Mrs. before a woman's name.
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   [✓ c.] write the cents as a fraction of 100.

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   a. capitalize every word and write the cents as a fraction of 100.
   [✓ b.] capitalize only the first word and write the cents as a fraction of 100.
   c. capitalize only the first word and write the cents in figures.

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   a. Forty-nine cents--Dollars
   [✓ b.] Only forty-nine cents-----------------------------------Dollars
   c. Only forty-nine ¢---Dollars

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   b. use liquid paper to correct the error.
   [✓ c.] write "VOID" across the check and the check stub or check register, file the check, and write a new check.

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   a. mail it to the bank to be cashed.
   b. write the check at the office and take it to the bank.
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NAME ______________________________

TEST

CHECK WRITING

VOCABULARY

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a 7. Drawer
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j 10. Pay to the order of

a. The person or business that writes the check.
b. The amount of money in an account.
c. A machine that prints the amount of the check onto the check in a way that can't be changed.
d. The person the check is made out to.
e. A written order directing the bank to pay out the money of a depositor.
f. A small book in which the checks are recorded if they do not have check stubs.
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h. A small form that is detached from the check and remains in the check book as a record of the check.
i. Money that is put into a checking account.
j. The words that are printed on the check in front of the name of the person the check is made out to.

Multiple Choice

Possible Points - 10 Passing - 7 Your Score - ____

Circle the letter of the answer that best answers the question.

1. The check stub or check register should always be filled out-
   - a. after the check is written.
   - b. after the check is mailed.
   - [✓ c.] before the check is written.

2. Checks should always be written-
   - [✓ a.] in ink or typed.
   - b. in pencil.
   - c. in erasable ink.

296

3. A check should be dated-

   a. with the date the person will receive the check.
   [✓ b.] with the date it is written.
   c. with the date the bill is due.

4. When writing the name of the payee on the check-

   a. always write Miss, Mr. or Mrs. before the name.
   b. always write Ms., Miss, or Mrs. before a woman's name.
   [✓ c.] do not use titles such as Mr., Miss, or Mrs. before the name.

5. When you are writing the amount of the check in numbers-

   a. write it in large, clear figures right next to the dollar sign ($).
   b. write it in large, clear figures right next to "Pay to the order of".
   [✓ c.] write the cents as a fraction of 100.

6. In spelling out the amount of the check-

   a. capitalize every word and write the cents as a fraction of 100.
   [✓ b.] capitalize only the first word and write the cents as a fraction of 100.
   c. capitalize only the first word and write the cents in figures.

7. If you should write a check for less than a dollar it should be written this way-

   a. Forty-nine cents--Dollars
   [✓ b.] Only forty-nine cents---------------------------------------Dollars
   c. Only forty-nine ¢---Dollars

8. If you make an error on a check-

   a. erase the error and write it correctly.
   b. use liquid paper to correct the error.
   [✓ c.] write "VOID" across the check and the check stub or check register, file the check, and write a new check.

9. Do not sign a blank check because-

   a. you might forget to write the amount down on the check stub or check register.
   [✓ b.] anyone could cash the check.
   c. the bank won't know who the check is to or how much it is for.

10. When writing a check to "Cash" or "Petty Cash"-

   a. mail it to the bank to be cashed.
   b. write the check at the office and take it to the bank.
   [✓ c.] don't write the check until you get to the bank and are ready to cash it.

PAYROLL RECORDS

ENGLISH VERSION

In this unit we will be studying payroll records. Payroll records include time cards, payroll checks, and the forms the employer uses to keep a record of his payroll. We will be studying the procedure the employer uses to pay his employees.

VOCABULARY

Pay Period - The period of time for which you are paid - usually weekly, bi-weekly (every 2 weeks) or monthly.

Payroll - A list of employees and the amount of pay that they have earned.

Payroll Taxes - A business is required by the government to withold certain taxes from their employee's pay checks. These taxes are forwarded to the government. Payroll taxes paid in California include: Federal Income Tax, State Income Tax, State Disability Insurance, and Social Security Taxes.

Exemption - A deduction from the amount of income tax the employee pays is allowed for each person supported by the employee (including the employee).

W-4 Form - Employee's Witholding Allowance Certificate. A form every employee must fill out that tells his employer the number of exemptions he has and if he is married.

Federal Income Tax - A payroll tax that is paid to the U.S. Government. Farmers are not required to withold (take out) this tax from their employee's pay checks but many do withold state and federal taxes from their permanent employee's pay checks as a courtesy. These taxes are usually not witheld from temporary (short-term) employee's checks.

F.I.C.A. - Federal Insurance Contributions Act, usually known as "social security". Used for paying disability benefits, old-age benefits, medicare, and survivors benefits. The employee pays 6.13% of his wages to F.I.C.A. and the employer pays another 6.13% to F.I.C.A. F.I.C.A. is not deducted from an employee's check until he has made $150.00. After he has made $150.00 the employeer deducts 6.13% of the $150.00 from the next pay check plus 6.13% of the pay check.

State Income Tax - A payroll tax that is paid to the state government. Usually only deducted from permanent farm employee's checks.

S.D.I. - State Disability Insurance, a payroll tax that is paid to the State of California to provide for employee's who are unable to work because of poor health or injury. The employee pays 1% of his wages to S.D.I.

Social Security Card - A number given to every employee by the government. When F.I.C.A. is taken out of an employee's check the money is credited to his social security account number. An employee receives a free social security number by applying to the nearest Social Security Administration Office. Every employee should have one and only one social security number. If your name changes (marriage, ect.) you should notify the nearest social security office.

Time Card -(or time sheet) A record kept by each employee or his boss that shows the number of hours he has worked each pay period. This is used to prepare the payroll.

Time Clock - A machine that prints the time on the time card instead of writing the time on the card.

Payroll Register - A business form on which the entire payroll for each pay period is recorded.

Deductions - Money that is deducted (subtracted) from an employee's pay check-State and Federal Income Taxes, S.D.I. and F.I.C.A.

Overtime - The regular work week is 40 hours - 8 hours a day, five days a week. Anything over 40 hours is "overtime." Most farmers pay the same hourly wage for overtime but some pay more for overtime hours.

Employee's Earnings Record - A business form on which each employee's payroll records are kept. Each employee has an Employee's Earnings Record on which their pay check information is recorded. It is totaled quarterly (4 times a year) and the information is used to make the quarterly reports of payroll taxes.

Payroll Check - A special check that is used only to pay the employees. It has a detachable stub on which the deductions are recorded.

Pegboard - A special board used to write the payroll check, the Employee's Earnings Record, and the Payroll Register all at one time. It is called the "write-it-once principle" because you only have to write the information once. It is more time saving and more accurate than the traditional method of record keeping.

Piece-work - Many farmers pay by the amount of work done rather than by the hour. Examples - pruning, picking, thinning, and hoeing. However, a record of the number of hours the employee works must be kept also, because the piece-work wage must be equal to or more than the minimum hourly wage ($3.10). A good worker will usually make much more than $3.10 an hour when doing piece-work.

PROCEDURE

A. The Time Card

1. Examine the time card and figure the number of hours worked each day. Write the number of hours in the "regular hours" column for each day.

2. Farmers are not required to pay overtime, but if your employer does, write the overtime hours in the "overtime hours" column for each day.

3. Add the regular and overtime hours seperately and write the two totals in the space provided at the bottom of the card.

4. Enter the rate of pay (the amount of pay per hour) under rate. Multiply the rate times the number of hours and record the total under amount for the regular and overtime hours.

5. Add the overtime and regular hours together, and the overtime and regular earnings. Record the overtime and regular earnings. Record these two figures next to "total hours" and "total earnings".

6. The total of the earnings column is recorded on the payroll register and the time cards are filed. The law requires employeers to keep payroll cards and records as proff of employee salaries for at least four years- this varies from state to state.

7. If the employer pays on a piece-work basis the hourly salary and the piece-work salary must both be figured. The piece-work salary must be equal to or more than the minimum wage of $3.10 an hour.

F. The Payroll Register

1. Record the last day of the pay period next to "week ended" and the date the pay checks will be issued next to "date of payment".

2. Record each employee's number, (if employee numbers are used in your office) number of exemptions, and total earnings from the information on the time card and W-4 form. Then file the time cards and W-4 forms.

3. Determine the Federal Income Tax for each employee by referring to the Federal Income Tax Table. (Notice that there are 2 charts - one for married employees and one for single employees.)

4. Determine the F.I.C.A. tax for each employee by referring to a tax table or by multiplying the "Total Earnings" times .0613 (6.13%).

5. Determine the S.D.I. tax for each employee by referring to a tax table or multiplying the "Total Earnings" times .01 (1%).

6. Determine the State Income Tax for each employee by referring to a state tax table.

7. Add all the deductions for each employee and record in the "Total" column.

8. Subtract the total deductions from "Total Earnings" and record under "net pay".

9. Total all of the columns down and record the totals at the bottom. Write "Totals" under the employee name column.

C. Payroll Checks

1. The payroll check is filled out with the information from the payroll register.

2. After filling out the check make sure the information is exactly the same as the payroll register. Double check your work.

3. After the pay checks are completed they are given to the owner for his signature.

4. The employee removes the detachable stub from his pay check and keeps it for his own records. He cashes the check at the bank.

5. As a payroll clerk you will have access to personal information about each employee's earnings. Never discuss this information with anyone. It is not business-like to gossip about priveledged information!

D. Employee's Earnings Record

1. Each employee has a card, for each of the four quarters of the year, on which his payroll information is recorded. These records are quarterly because the employer has to make reports to the government each quarter.

2. The information is recorded from the payroll register to the earnings record exactly as it is written on the payroll register.

3. The accumulated earnings column is the year-to-date earnings (the amount the employee has made in the entire year). Each time a pay check is recorded the total earnings from the pay check is added to the accumulated earnings from the line above and recorded opposite the current check.

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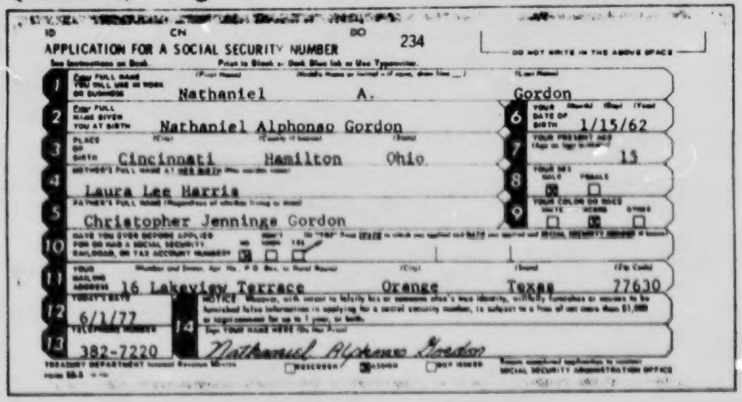
2. The information is recorded from the payroll register to the earnings record exactly as it is written on the payroll register.

3. The accumulated earnings column is the year-to-date earnings (the amount the employee has made in the entire year). Each time a pay check is recorded the total earnings from the pay check is added to the accumulated earnings from the line above and recorded opposite the current check.

4. At the end of the quarter all of the columns except accumulated earnings are totaled. These totals are used to prepare Quarterly reports that are required by the government.

Forma Del

(Forma Del Seguro Social) Social Security Application



ID CN DO 234

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

1 Nathaniel A. Gordon

2 Nathaniel Alphonso Gordon

3 Cincinnati Hamilton Ohio

4 Laura Lee Harris

5 Christopher Jennings Gordon

6 1/15/62

7 15

8 ☒ ☐

9 ☐ ☒ ☐

10 ☒ ☐ ☐

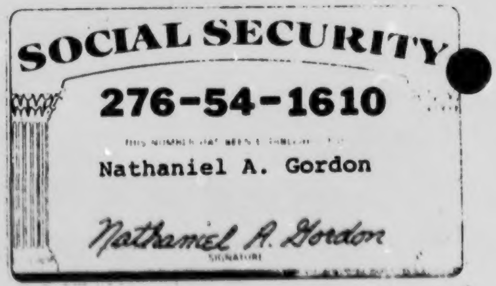
11 16 Lakeview Terrace Orange Texas 77630

12 6/1/77

13 382-7220

14 Nathaniel Alphonso Gordon

Form SS-5, Application for a Social Security Number



SOCIAL SECURITY

276-54-1610

Nathaniel A. Gordon

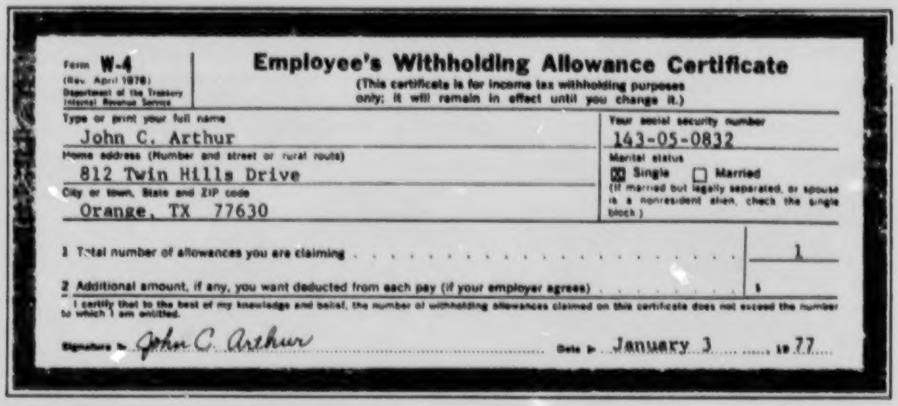
Nathaniel A. Gordon

SIGNATURE

Social security card

(Targeta Del Seguro Social)

(Forma W-4)



Form W-4 (Rev. April 1976) Department of the Treasury Internal Revenue Service

Employee's Withholding Allowance Certificate

(This certificate is for income tax withholding purposes only; it will remain in effect until you change it.)

Type or print your full name: John C. Arthur

Your social security number: 143-05-0832

Home address (Number and street or rural route): 812 Twin Hills Drive

Marital status: ☒ Single ☐ Married

(If married but legally separated, or spouse is a nonresident alien, check the single block.)

City or town, State and ZIP code: Orange, TX 77630

1 Total number of allowances you are claiming 1

2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $

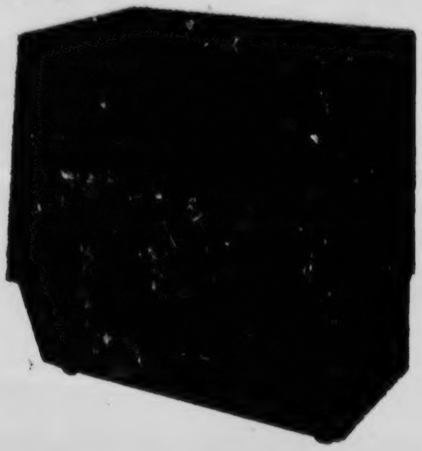
I certify that to the best of my knowledge and belief, the number of withholding allowances claimed on this certificate does not exceed the number to which I am entitled.

Signature ▸ John C Arthur Date ▸ January 3, 1977

Form W-4, Employee's Withholding Allowance Certificate

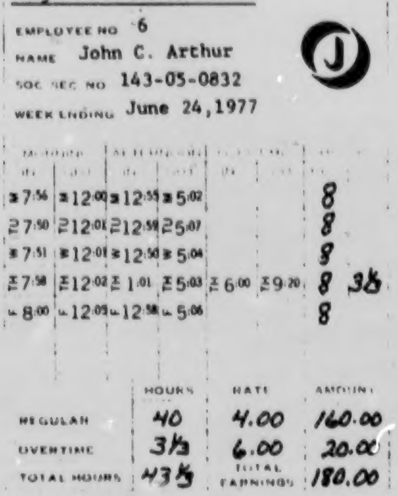
(Relog De Tiempo)

Time clock



(Targeta De Tiempo)

Payroll Time Card



EMPLOYEE NO 6

NAME John C. Arthur

SOC SEC NO 143-05-0832

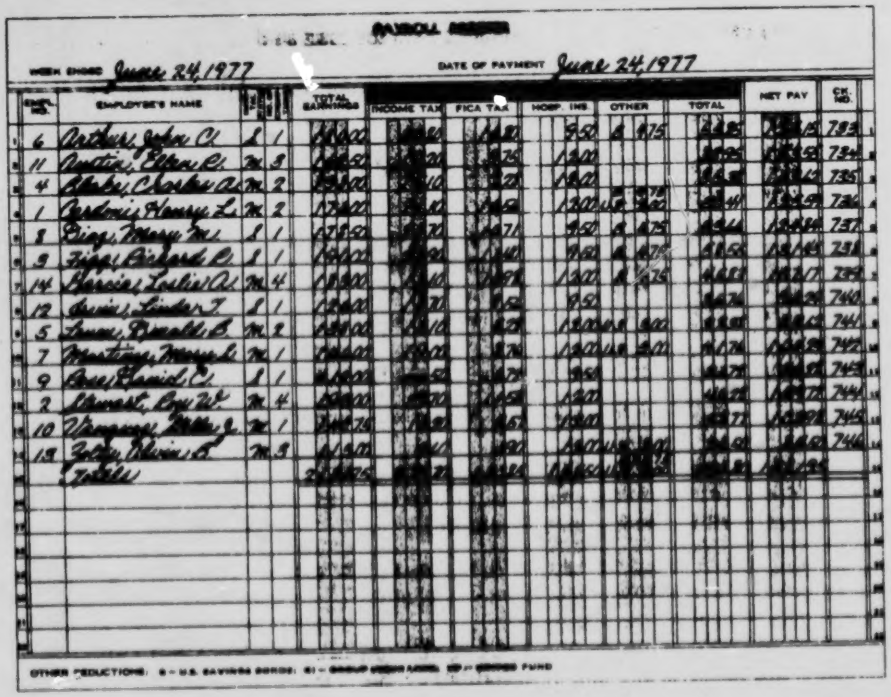
WEEK ENDING June 24,1977

7:56	12:00	12:55	5:02			8	
7:50	12:01	12:59	5:07			8	
7:51	12:01	12:50	5:04			8	
7:58	12:02	1:01	5:03	6:00	9:20	8	3⅓
8:00	12:05	12:58	5:06			8	

	HOURS	RATE	AMOUNT
REGULAR	40	4.00	160.00
OVERTIME	3⅓	6.00	20.00
TOTAL HOURS	43⅓	TOTAL EARNINGS	180.00

Payroll time card

(Registro [illegible] Pago)



PAYROLL REGISTER

WEEK ENDED June 24, 1977 DATE OF PAYMENT June 24, 1977

EMPL. NO.	EMPLOYEE'S NAME			TOTAL EARNINGS	INCOME TAX	FICA TAX	HOSP. INS.	OTHER	TOTAL	NET PAY	CK. NO.
6	Arthur, John C.	S	1	[illegible]	[illegible]	[illegible]	9.50	B 4.75	[illegible]	[illegible]	733
11	Austin, Ellen C.	M	3	[illegible]	[illegible]	[illegible]	12.00		[illegible]	[illegible]	734
4	Blake, Charles A.	M	2	[illegible]	[illegible]	[illegible]	12.00		[illegible]	[illegible]	735
1	Cardoni, Henry L.	M	2	[illegible]	[illegible]	[illegible]	12.00	[illegible]	[illegible]	[illegible]	736
8	Ding, Mary M.	S	1	[illegible]	[illegible]	[illegible]	9.50	B 4.75	[illegible]	[illegible]	737
3	Fine, Richard C.	S	1	[illegible]	[illegible]	[illegible]	9.50	B 4.75	[illegible]	[illegible]	738
14	Garcia, Leslie A.	M	4	[illegible]	[illegible]	[illegible]	12.00	B 4.75	[illegible]	[illegible]	739
12	Jarvis, Linda T.	S	1	[illegible]	[illegible]	[illegible]	9.50		[illegible]	[illegible]	740
5	Lucas, Donald B.	M	2	[illegible]	[illegible]	[illegible]	12.00	UF 2.00	[illegible]	[illegible]	741
7	Martinez, Mary L.	M	1	[illegible]	[illegible]	[illegible]	12.00	UF 2.00	[illegible]	[illegible]	742
9	Rose, Daniel C.	S	1	[illegible]	[illegible]	[illegible]	9.50		[illegible]	[illegible]	743
2	Stewart, Roy W.	M	4	[illegible]	[illegible]	[illegible]	12.00		[illegible]	[illegible]	744
10	Vasquez, [illegible] J.	M	1	[illegible]	[illegible]	[illegible]	12.00		[illegible]	[illegible]	745
13	Zelby, Olivia B.	M	3	[illegible]	[illegible]	[illegible]	12.00	[illegible]	[illegible]	[illegible]	746
	Totals			[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	

OTHER DEDUCTIONS: B – U.S. SAVINGS BONDS; [illegible] – [illegible]; UF – [illegible] FUND

Payroll register

INCOME TAX WITHHOLDING TABLES

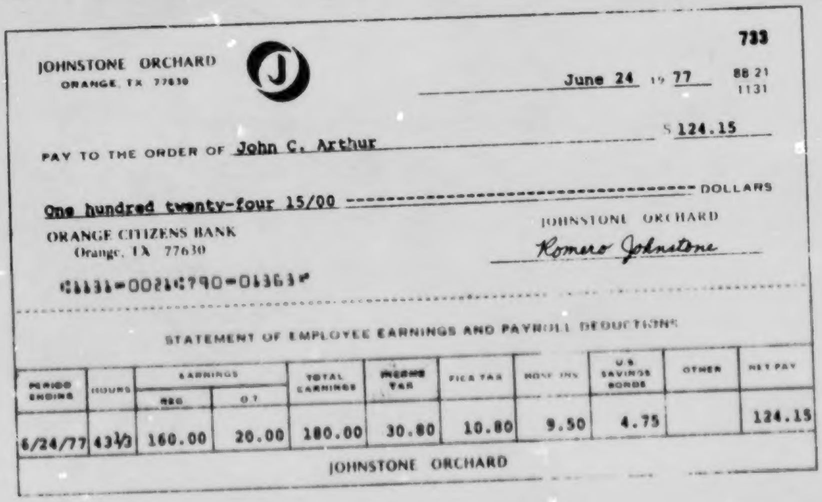
Tabla del impuesto)

SINGLE Persons — WEEKLY Payroll Period

And the wages are—		And the number of withholding allowances claimed is—										
At least	But less than	0	1	2	3	4	5	6	7	8	9	10 or more
		The amount of income tax to be withheld shall be—										
$100	$105	$16.50	$13.40	$10.40	$7.80	$5.20	$2.60	$.80	$0	$0	$0	$0
105	110	17.50	14.50	11.50	8.70	6.10	3.50	1.50	0	0	0	0
110	115	18.60	15.50	12.50	9.60	7.00	4.40	2.20	.10	0	0	0
115	120	19.60	16.60	13.60	10.50	7.90	5.30	2.90	.80	0	0	0
120	125	20.70	17.60	14.60	11.60	8.80	6.20	3.60	1.50	0	0	0
125	130	21.70	18.70	15.70	12.60	9.70	7.10	4.50	2.20	.20	0	0
130	135	22.80	19.70	16.70	13.70	10.70	8.00	5.40	2.90	.90	0	0
135	140	23.80	20.80	17.80	14.70	11.70	8.90	6.30	3.70	1.60	0	0
140	145	24.90	21.80	18.80	15.80	12.80	9.80	7.20	4.60	2.30	.30	0
145	150	25.90	22.90	19.90	16.80	13.80	10.80	8.10	5.50	3.00	1.00	0
150	160	27.50	24.50	21.40	18.40	15.40	12.30	9.30	6.90	4.30	2.00	0
160	170	29.60	26.60	23.50	20.50	17.50	14.40	11.40	8.70	6.10	3.50	1.40
170	180	31.70	28.70	25.60	22.60	19.60	16.50	13.50	10.50	7.90	5.30	2.80
180	190	33.80	30.80	27.70	24.70	21.70	18.60	15.60	12.60	9.70	7.10	4.50
190	200	35.90	32.90	29.80	26.80	23.80	20.70	17.70	14.70	11.70	8.90	6.30
200	210	38.10	35.00	31.90	28.90	25.90	22.80	19.80	16.80	13.80	10.70	8.10
210	220	40.40	37.10	34.00	31.00	28.00	24.90	21.90	18.90	15.90	12.80	9.90
220	230	42.70	39.30	36.10	33.10	[illegible]	27.00	24.00	21.00	18.00	14.90	11.90
230	240	45.10	41.60	38.30	35.20	32.20	29.10	26.10	23.10	20.10	17.00	14.00
240	250	47.60	43.90	40.60	37.30	34.30	31.20	28.20	25.20	22.20	19.10	16.10

MARRIED Persons — WEEKLY Payroll Period

And the wages are—		And the number of withholding allowances claimed is—										
At least	But less than	0	1	2	3	4	5	6	7	8	9	10 or more
		The amount of income tax to be withheld shall be—										
$100	$105	$14.10	$11.80	$9.50	$7.20	$4.90	$2.80	$.80	$0	$0	$0	$0
105	110	14.90	12.60	10.30	8.00	5.70	3.50	1.50	0	0	0	0
110	115	15.70	13.40	11.10	8.80	6.50	4.20	2.20	.10	0	0	0
115	120	16.50	14.20	11.90	9.60	7.30	5.00	2.90	.80	0	0	0
120	125	17.30	15.00	12.70	10.40	8.10	5.80	3.60	1.50	0	0	0
125	130	18.10	15.80	13.50	11.20	8.90	6.60	4.30	2.20	.20	0	0
130	135	18.90	16.60	14.30	12.00	9.70	7.40	5.10	2.90	.90	0	0
135	140	19.70	17.40	15.10	12.80	10.50	8.20	5.90	3.60	1.60	0	0
140	145	20.50	18.20	15.90	13.60	11.30	9.00	6.70	4.40	2.30	.30	0
145	150	21.30	19.00	16.70	14.40	12.10	9.80	7.50	5.20	3.00	1.00	0
150	160	22.50	20.20	17.90	15.60	13.30	11.00	8.70	6.40	4.10	2.00	0
160	170	24.10	21.80	19.50	17.20	14.90	12.60	10.30	8.00	5.70	3.40	1.40
170	180	26.00	23.40	21.10	18.80	16.50	14.20	11.90	9.60	7.30	5.00	2.80
180	190	28.00	25.30	22.70	20.40	18.10	15.80	13.50	11.20	8.90	6.60	4.30
190	200	30.00	27.20	24.30	22.00	19.70	17.40	15.10	12.80	10.50	8.20	5.90
200	210	32.00	29.20	26.30	23.60	21.30	19.00	16.70	14.40	12.10	9.80	7.50
210	220	34.40	31.20	28.30	25.40	22.90	20.60	18.30	16.00	13.70	11.40	9.10
220	230	36.80	33.30	30.30	27.40	24.80	22.20	19.90	17.60	15.30	13.00	10.70
230	240	39.20	35.70	32.30	29.40	26.50	23.80	21.50	19.20	16.90	14.60	12.30
240	250	41.60	38.10	34.80	31.40	28.50	25.80	23.10	20.80	18.50	16.20	13.90



JOHNSTONE ORCHARD
ORANGE, TX 77630

733

June 24 19 77

88-21
1131

PAY TO THE ORDER OF John C. Arthur $ 124.15

One hundred twenty-four 15/00 -- DOLLARS

ORANGE CITIZENS BANK
Orange, TX 77630

JOHNSTONE ORCHARD
Romero Johnstone

1131-0021:790-01363

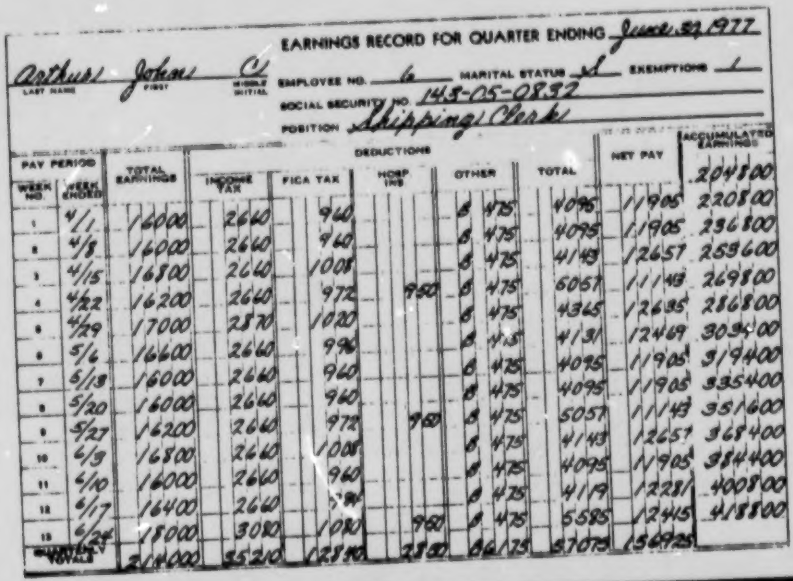
STATEMENT OF EMPLOYEE EARNINGS AND PAYROLL DEDUCTIONS

PERIOD ENDING	HOURS	EARNINGS REG	EARNINGS O.T.	TOTAL EARNINGS	INCOME TAX	FICA TAX	HOSP INS	U.S. SAVINGS BONDS	OTHER	NET PAY
6/24/77	43 1/3	160.00	20.00	180.00	30.80	10.80	9.50	4.75		124.15

JOHNSTONE ORCHARD

(Cheques De Pago)

Payroll check with detachable stub



EARNINGS RECORD FOR QUARTER ENDING June 30, 1977

Arthur John C
LAST NAME FIRST MIDDLE INITIAL

EMPLOYEE NO. 6 MARITAL STATUS S EXEMPTIONS 1

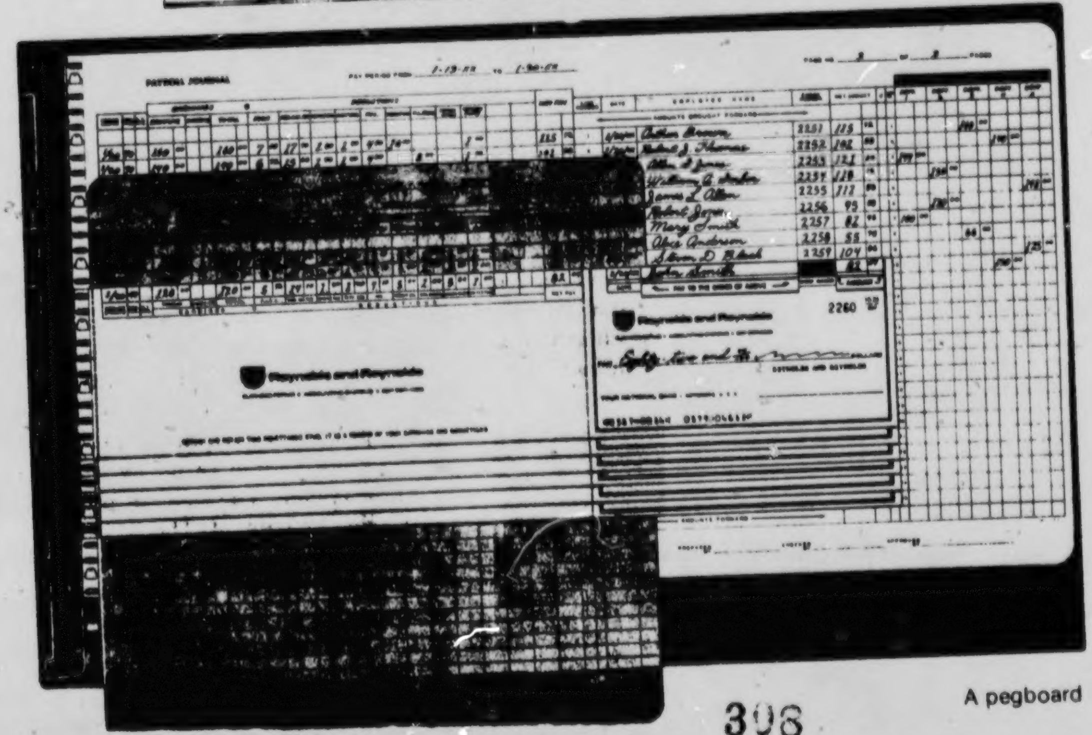
SOCIAL SECURITY NO. 143-05-0832

POSITION Shipping Clerk

PAY PERIOD WEEK NO.	WEEK ENDED	TOTAL EARNINGS	DEDUCTIONS INCOME TAX	FICA TAX	HOSP INS	OTHER	TOTAL	NET PAY	ACCUMULATED EARNINGS
									2048 00
1	4/1	160 00	26 40	9 60		B 4 75	40 95	119 05	2208 00
2	4/8	160 00	26 40	9 60		B 4 75	40 95	119 05	2368 00
3	4/15	168 00	26 40	10 08		B 4 75	41 43	126 57	2536 00
4	4/22	162 00	26 40	9 72	9 50	B 4 75	50 57	111 43	2698 00
5	4/29	170 00	27 70	10 20		B 4 75	43 65	126 35	2868 00
6	5/6	166 00	26 60	9 96		B 4 15	41 31	124 69	3038 00
7	5/13	160 00	26 40	9 60		B 4 75	40 95	119 05	3194 00
8	5/20	160 00	26 40	9 60		B 4 75	40 95	119 05	3354 00
9	5/27	162 00	26 40	9 72	9 50	B 4 75	50 57	111 43	3516 00
10	6/3	168 00	26 40	10 08		B 4 75	41 43	126 57	3684 00
11	6/10	160 00	26 60	9 60		B 4 75	40 95	119 05	3844 00
12	6/17	164 00	26 40	9 84		B 4 75	41 19	122 81	4008 00
13	6/24	180 00	30 80	10 80	9 50	B 4 75	55 85	124 15	4188 00
QUARTERLY TOTALS		2140 00	352 10	128 40	28 50	61 75	570 75	1569 25	

(Record De Ingresos Del Empleado)

Employee's earnings record



A pegboard

PAYROLL RECORDS

In this unit we will be studying payroll records. Payroll records include time cards, payroll checks, and the forms the employer uses to keep a record of his payroll. We will be studying the procedure the employer uses to pay his employees.

VOCABULARY

Pay Period - The period of time for which you are paid - usually weekly, bi-weekly (every 2 weeks) or monthly.

PERIODO DE PAGO (El tiempo por cual se le paga dinero, puede ser cada dos semanas o cada mes).

Payroll - A list of employees and the amount of pay that they have earned.

RECORD DE PAGO (Es una lista donde se lleva el record del pago que se le hace a los empleados).

Payroll Taxes - A business is required by the government to withold certain taxes from their employee's pay checks. These taxes are forwarded to the government. Payroll taxes paid in California include: Federal Income Tax, State Income Tax, State Disability Insurance, and Social Security Taxes.

IMPUESTOS DE TRABAJO (SON deducciones que el patron hace a un empleado cuando trabaja en un negocio, y este dinero se manda al gobierno del Estado).

Exemption - A deduction from the amount of income tax the employee pays is allowed for each person supported by the employee (including the employee).

EXENCIONES(Es la parte de los impuestos que se permite por los dependientes que tiene el empleado "como hijos"

W-4 Form - Employee's Witholding Allowance Certificate. A form every employee must fill out that tells his employer the number of exemptions he has and if he is married.

Forma W-4 (Es una forma que se completa cuando una persona entra a trabajar y se le pregunta cuantos dependientes tiene y su información personal).

Federal Income Tax - A payroll tax that is paid to the U.S. Government. Farmers are not required to withold (take out) this tax from their employee's pay checks but many do withold state and federal taxes from their permanent employee's pay checks as a courtesy. These taxes are usually not witheld from temporary (short-term) employee's checks.

IMPUESTOS FEDERALES (Impuestos Federales son deduccciones que se hacen del pago del empleado, y son pagos que se hacen al Gobierno Federal)

F.I.C.A. - Federal Insurance Contributions Act, usually known as "social security". Used for paying disability benefits, old-age benefits, medicare, and survivors benefits. The employee pays 6.13% of his wages to F.I.C.A. and the employer pays another 6.13% to F.I.C.A. F.I.C.A. is not deducted from an employee's check until he has made $150.00. After he has made $150.00 the employeer deducts 6.13% of the $150.00 from the next pay check plus 6.13% of the pay check.

F.I.C.A. (es el seguro social que se le deduce a un empleado de su cheque de pago el trabajador pagara 6.13% de su pago, y cuando ya el trabajador no pueda trabajar por que ya este enfermo o ya este demaciado anciano el govierno le devolvera esa cantidad que le estuvo deteniendo, para que ahora se pueda sostener.

En cada pago que el empleado hace al Seguro Social el patron tambien pone otra parte igual que la que el empleado pago para que se le doble la cantidad para su vejes.)

State Income Tax - A payroll tax that is paid to the state government. Usually only deducted from permanent farm employee's checks.

IMPUESTOS AL ESTADO (Son tambien deducciones que le hacen al empleado pero estas se pagan al Estado.)

S.D.I. - State Disability Insurance, a payroll tax that is paid to the State of California to provide for employee's who are unable to work because of poor health or injury. The employee pays 1% of his wages to S.D.I.

S.D.I. (SEGURO DE DESABILITACION) Es una deduccion del 1% de cada cheque, y cuando el empleado no puede trabajar el estado le dara este dinero para tras.)

Social Security Card - A number given to every employee by the government. When F.I.C.A is taken out of an employee's check the money is credited to his social security account number. An employee receives a free social security number by applying to the nearest Social Security Administration Office. Every employee should have one and only one social security number. If your name changes (marriage, ect.) you should notify the nearest social security office.

TARGETA DEL SEGURO SOCIAL (Es un numero de cuenta del Gobierno Federal que todos los Empleados necesitan para recibir beneficios del Gobierno).

Time Card -(or time sheet) A record kept by each employee or his boss that shows the number of hours he has worked each pay period. This is used to prepare the payroll.

TARGETA DE TIEMPO (Es una targeta en donde los empleados marcan el tiempo que van trabajando, para su pago.)

Time Clock - A machine that prints the time on the time card instead of writing the time on the card.

RELOG DE TIEMPO (Es un relog que se huza para que los trabajadores chequen sus horas de entrada y salida y no lo hagan a mano.)

Payroll Register - A business form on which the entire payroll for each pay period is recorded.

REGISTRO DE PAGO (Es un registro de todos los empleados y del dinero que han ido ganando). "vea ejemplo"

Deductions - Money that is deducted (subtracted) from an employee's pay check- State and Federal Income Taxes, S.D.I. and F.I.C.A.

DEDUCCIONES (Son deducciones de dinero que hace un patron a un empleado en cada cheque por el gobierno).

Overtime - The regular work week is 40 hours - 8 hours a day, five days a week. Anything over 40 hours is "overtime." Most farmers pay the same hourly wage for overtime but some pay more for overtime hours.

(SIGUE EXPLICACCION EN LA SIGUIENTE PAGINA).......

OVERTIME (Una semana de trabajo se compone normalmente de 40 horas por semana o sea ocho horas por dia, Si un empleado trabaja mas de 8 horas por dia a este tiempo se le llamara "Overtime" = Tiempo extra, Este tiempo extra se acostrumbra pagar un poco mas que lo que generalmente se le paga la hora a el empleado).

Employee's Earnings Record - A business form on which each employee's payroll records are kept. Each employee has an Employee's Earnings Record on which their pay check information is recorded. It is totaled quarterly (4 times a year) and the information is used to make the quarterly reports of payroll taxes.

RECORD DE INGRESOS DEL EMPLEADO (Es un registro que cada empleado tiene en que todo el dinero que ha ganado y todas las horas que ha trabajado, Se tiene que hacer cada 4 veces al ano)

Payroll Check - A special check that is used only to pay the employee's. It has a detachable stub on which the deductions are recorded.

CHEQUES DE-PAGO (Son cheques especiales para pago, tienen un talon extra que los otros no tienen para escribir la informacion de las deducciiones).

Pegboard - A special board used to write the payroll check, the Employee's Earnings Record, and the Payroll Register all at one time. It is called the "write-it-once principle" because you only have to write the information once. It is more time saving and more accurate than the traditional method of record keeping.

PEG BOARD (Es una tabla que se huza para escribir los cheques de pago, y los ingresos del empleado, al mismo tiempo se huza como registro de los cheques)

Piece-work - Many farmers pay by the amount of work done rather than by the hour. Examples - pruning, picking, thinning, and hoeing. However, a record of the number of hours the employee works must be kept also, because the piece-work wage must be equal to or more than the minimum hourly wage ($3.10). A good worker will usually make much more than $3.10 an hour when doing piece-work.

PIECE WORK (Cuando se le paga al empleado por el trabajo que realiza, y no se le paga por horas, sino por lo que alcanze hacer).

PROCEDURE (PROCEDIMENTO)

A. The Time Card (Targeta De Tiempo)

1. Examine the time card and figure the number of hours worked each day. Write the number of hours in the "regular hours" column for each day.

   (Sume las horas que el empleado ha trabajado en la tarjeta.)

2. Farmers are not required to pay overtime, but if your employer does, write the overtime hours in the "overtime hours" column for each day.

   (Escriba las horas sobre 40 horas por semana en "overtime hours".)

3. Add the regular and overtime hours seperately and write the two totals in the space provided at the bottom of the card.

   (Escriba las sumas de horas y overtime horas en lugares separados en la tarjeta.)

4. Enter the rate of pay (the amount of pay per hour) under rate. Multiply the rate times the number of hours and record the total under amount for the regular and overtime hours.

   (Entre la cantidad de dinero por hora en "rate" y multipligue los horas cantidad del dinero (por ejemplo $3.10 X 40 horas).

5. Add the overtime and regular hours together, and the overtime and regular earnings. Record the overtime and regular earnings. Record **these two figures next to "total hours" and "total earnings".**

   (Sume horas regulares y horas de overtime. Sume el dinero de las dos. Escriba estos humeros en total hours y total earnings.)

6. The total of the earnings column is recorded on the payroll register and the time cards are filed. The law requires employeers to keep payroll cards and records as proff of employee salaries for at least four years-this varies from state to state.

   (El total de las ganancias estara escrito en el payroll register. Las tarjetas estaran archivado.)

7. If the employer pays on a piece-work basis the hourly salary and the piece-work salary must both be figured. The piece-work salary must be equal to or more than the minimum wage of $3.10 an hour.

   (Palabras Dificiles: hourly salary - ganancias por hora, piece-work salary - ganancias por trabajo. (tienen gue ser sumados y el empleado reciba lo mas gran cantidad.)

B. The Payroll Register (Registro De Pago)

1. Record the last day of the pay period next to "week ended" and the date the pay checks will be issued next to "date of payment".

   (Week ended - ultimo dia de perioda de paga. Date of payment - dia que se les paga a los empleados.)

2. Record each employee's number, (if employee numbers are used in your office) number of exemptions, and total earnings from the information on the time card and W-4 form. Then file the time cards and W-4 forms.

   (Escriba la informacion de las tarjetas de tiempo y lay formas W-4 al registro de nomina.)

3. Determine the Federal Income Tax for each employee by referring to the Federal Income Tax Table. (Notice that there are 2 charts - one for married employees and one for single employees.)

   (Determine el impuesto federal (hay una table) para caca empleado.)

4. Determine the F.I.C.A. tax for each employee by referring to a tax table or by multiplying the "Total Earnings" times .0613 (6.13%).

   (Determine el F.I.C.A. impuesto para cada empleado- hay tabla o multiplique .0613 (6.13%) y todas las ganancias.)

5. Determine the S.D.I. tax for each employee by referring to a tax table or multiplying the "Total Earnings" times .01 (1%).

   (Determine el S.D.I. impuesto para cada empleado- hay tabla o multiplique .01 (1%) y todas las ganancias.)

6. Determine the State Income Tax for each employee by referring to a state tax table.

   (Determine el impuesto del estado (hay una tabla) para cada empleado.)

7. Add all the deductions for each employee and record in the "Total" column.

   (Sume las deducciones para cada empleado y escriba la suma en la columna "total".)

8. Subtract the total deductions from "Total Earnings" and record under "net pay".

   (Substraiga total de deducciones de total de ganancias y escriba la cantidad en "Net Pay".)

9. Total all of the columns down and record the totals at the bottom. Write "Totals" under the employee name column.

(Sume todas las columnas bajo y escriba los totales al bajo de las columnas. Escriba la palabra "Totals" a bajo de la columna de "name of employee" .)

C. Payroll Checks

1. The payroll check is filled out with the information from the payroll register.

   (Escriba la misma informacion en el cheque que esta escrito en el "Payroll Register".)

2. After filling out the check make sure the information is exactly the same as the payroll register. Double check your work.

   (Despues de escribir la informacion en el cheque, comprube que la informacion es correcta.)

3. After the pay checks are completed they are given to the owner for his signature.

   (Deselos los cheques al jefe para que el pueda firmarlos.)

4. The employee removes the detachable stub from his pay check and keeps it for his own records. He cashes the check at the bank.

   (El empleado guarda el talon del dchgue lo aprovecha en el banco.)

5. As a payroll clerk you will have access to personal information about each employee's earnings. Never discuss this information with anyone. It is not business-like to gossip about priveledged information!

   (Nunca discuta informacion de los empleados a alguien excepto su jefe o el empleado mismo.)

D. Employee's Earnings Record (Redord De Ingresos Del Empleado)

1. Each employee has a card, for each of the four quarters of the year, on which his payroll information is recorded. These records are quarterly because the employer has to make reports to the government each quarter.

   (Cada empleado tiene una tarjeta que tiene la informacion de ganancias para el gobierno cuatro veces por ano - cuartal.)

2. The information is recorded from the payroll register to the earnings record exactly as it is written on the payroll register.

   (La informacion esta recordado en las targetas exactamente coma esta escrito en el registro de nomina.)

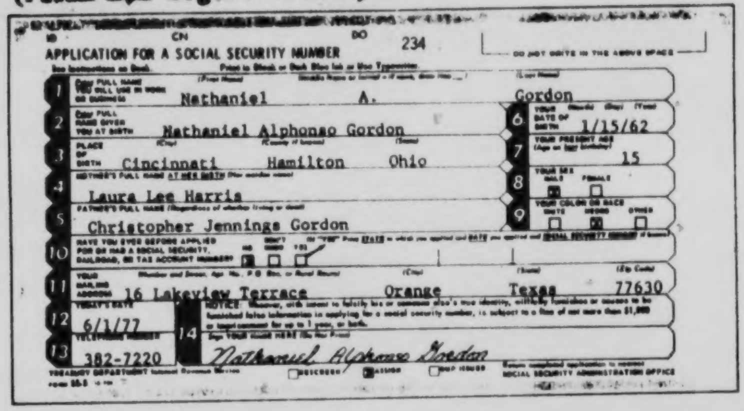
3. The accumulated earnings column is the year-to-date earnings (the amount the employee has made in the entire year). Each time a pay check is recorded the total earnings from the pay check is added to the accumulated earnings from the line above and recorded opposite the current check.

(La columna de "Accumulated Earnings" es cuanto el empleada ha hecho en es cuanto el empleada ha hecho en todo el ano. Cada vez que un cheque esta recordado, el total de ganacias esta sumado a "Accumulated Earnings".)

4. At the end of the quarter all of the columns except accumulated earnings are totaled. These totals are used to prepare Quarterly reports that are required by the government.

(Al fin de cuarto, dotas las columnas, except "Accumulated Earnings", estaran sumado. Estos totales se usan para preparar los imformes cuartal para el gobierno.)

(Forma Del Seguro Social)



ID CN DO 234

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

1 Nathaniel A. Gordon

2 Nathaniel Alphonso Gordon

3 Cincinnati Hamilton Ohio

4 Laura Lee Harris

5 Christopher Jennings Gordon

6 1/15/62

7 15

8 ☒ ☐

9 ☐ ☒ ☐

10 ☒ ☐ ☐

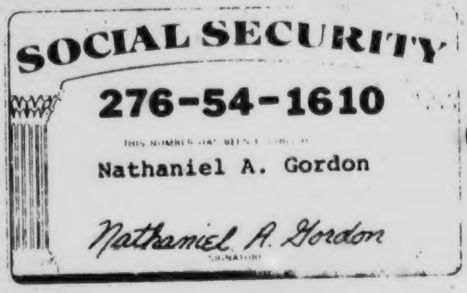
11 16 Lakeview Terrace Orange Texas 77630

12 6/1/77

13 382-7220

14 Nathaniel Alphonso Gordon

Form SS-5, Application for a Social Security Number



SOCIAL SECURITY

276-54-1610

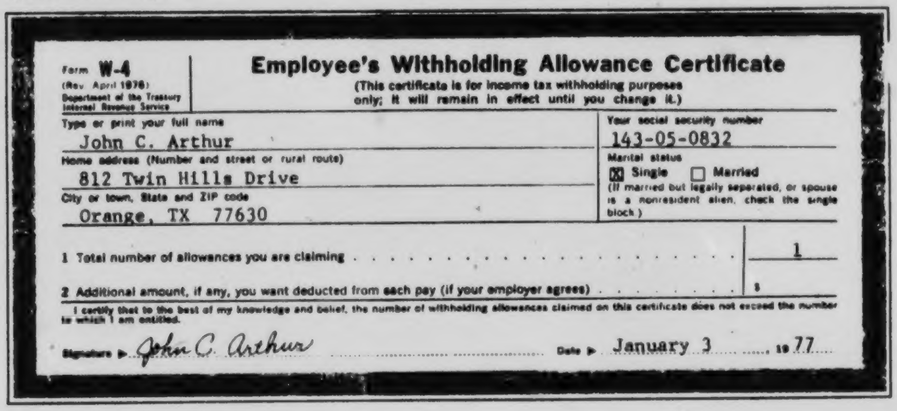
Nathaniel A. Gordon

Nathaniel A. Gordon

Social security card

(Targeta Del Seguro Social)

(Forma W-4)



Form **W-4**
(Rev. April 1976)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

(This certificate is for income tax withholding purposes only; it will remain in effect until you change it.)

Type or print your full name: John C. Arthur

Your social security number: 143-05-0832

Home address (Number and street or rural route): 812 Twin Hills Drive

Marital status: ☒ Single ☐ Married
(If married but legally separated, or spouse is a nonresident alien, check the single block.)

City or town, State and ZIP code: Orange, TX 77630

1 Total number of allowances you are claiming 1

2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $

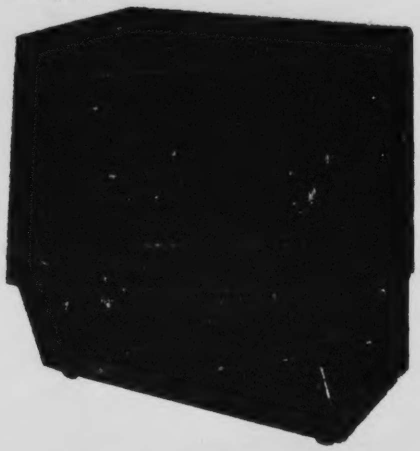
I certify that to the best of my knowledge and belief, the number of withholding allowances claimed on this certificate does not exceed the number to which I am entitled.

Signature ▶ John C. Arthur Date ▶ January 3, 19 77

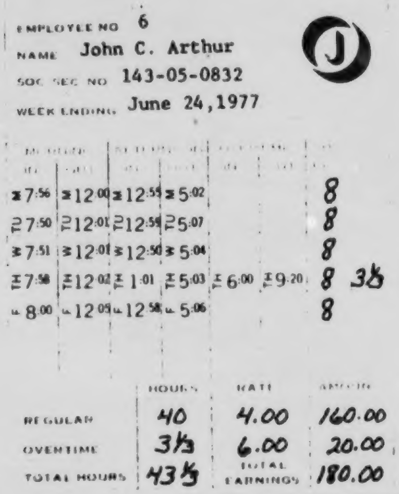
Form W-4, Employee's Withholding Allowance Certificate

(Relog De Tiempo)

Time clock



(Targeta De Tiempo)



EMPLOYEE NO 6
NAME John C. Arthur
SOC SEC NO 143-05-0832
WEEK ENDING June 24,1977

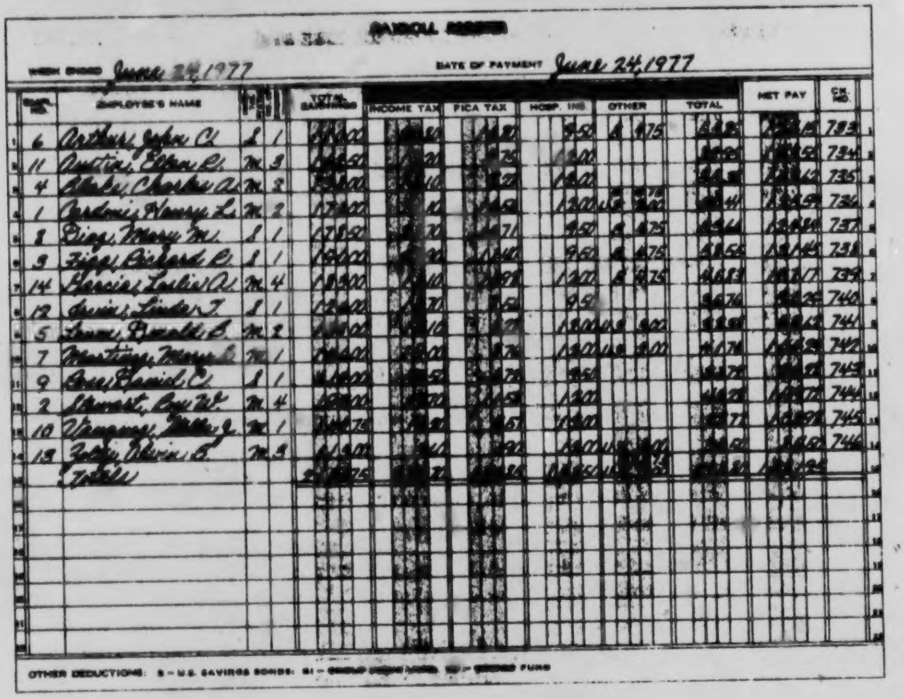
7:56	12:00	12:55	5:02			8	
7:50	12:01	12:59	5:07			8	
7:51	12:01	12:50	5:04			8	
7:58	12:02	1:01	5:03	6:00	9:20	8	3⅓
8:00	12:09	12:58	5:06			8	

	HOURS	RATE	AMOUNT
REGULAR	40	4.00	160.00
OVERTIME	3⅓	6.00	20.00
TOTAL HOURS	43⅓	TOTAL EARNINGS	180.00

Payroll time card

316

(Registro de Pago)



PAYROLL REGISTER

WEEK ENDED June 24, 1977 DATE OF PAYMENT June 24, 1977

EMPL. NO.	EMPLOYEE'S NAME			TOTAL EARNINGS	INCOME TAX	FICA TAX	HOSP. INS.	OTHER	TOTAL	NET PAY	CK. NO.
6	Arthur, John C.	S	1	[illegible]	[illegible]	[illegible]	9.50	B 4.75	[illegible]	[illegible]	733
11	Austin, Ellen C.	M	3	[illegible]	[illegible]	[illegible]	13.00		[illegible]	[illegible]	734
4	Blake, Charles A.	M	2	[illegible]	[illegible]	[illegible]	13.00		[illegible]	[illegible]	735
1	Cardoni, Henry L.	M	2	[illegible]	[illegible]	[illegible]	13.00	[illegible]	[illegible]	[illegible]	736
8	Diaz, Mary M.	S	1	[illegible]	[illegible]	[illegible]	9.50	B 4.75	[illegible]	[illegible]	737
3	Figg, Richard C.	S	1	[illegible]	[illegible]	[illegible]	9.50	B 4.75	[illegible]	[illegible]	738
14	Garcia, Leslie A.	M	4	[illegible]	[illegible]	[illegible]	13.00	B 4.75	[illegible]	[illegible]	739
12	Irwin, Linda T.	S	1	[illegible]	[illegible]	[illegible]	9.50		[illegible]	[illegible]	740
5	Jones, Donald B.	M	2	[illegible]	[illegible]	[illegible]	13.00	[illegible] 5.00	[illegible]	[illegible]	741
7	Martinez, Mary E.	M	1	[illegible]	[illegible]	[illegible]	13.00	[illegible] 5.00	[illegible]	[illegible]	742
9	Ross, Daniel C.	S	1	[illegible]	[illegible]	[illegible]	9.50		[illegible]	[illegible]	743
2	Stewart, Roy W.	M	4	[illegible]	[illegible]	[illegible]	13.00		[illegible]	[illegible]	744
10	Vazquez, Millie J.	M	1	[illegible]	[illegible]	[illegible]	13.00		[illegible]	[illegible]	745
13	Zelig, Olivia B.	M	3	[illegible]	[illegible]	[illegible]	13.00	[illegible]	[illegible]	[illegible]	746
	Totals			[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	

OTHER DEDUCTIONS: B – U.S. SAVINGS BONDS; [illegible]

Payroll register

INCOME TAX WITHHOLDING TABLES

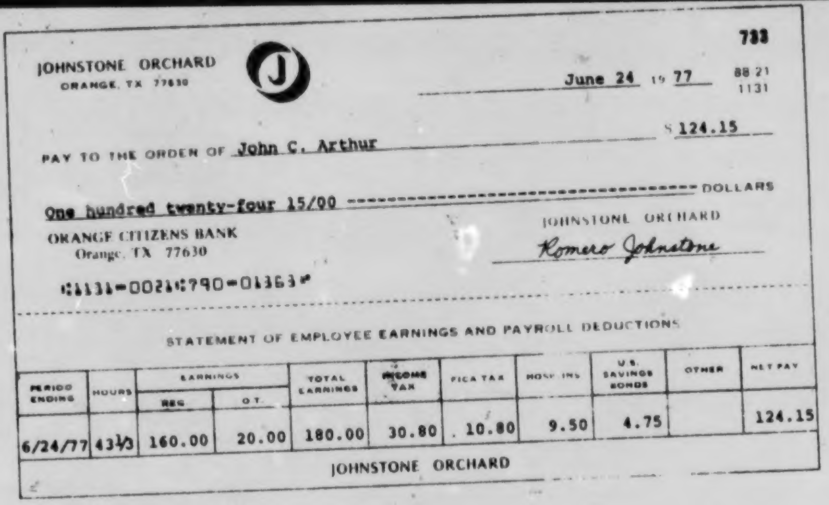
(Tabla del impuesto)

SINGLE Persons — WEEKLY Payroll Period

And the wages are—		And the number of withholding allowances claimed is—										
At least	But less than	0	1	2	3	4	5	6	7	8	9	10 or more
		The amount of income tax to be withheld shall be—										
$100	$105	$16.50	$13.40	$10.40	$7.80	$5.20	$2.80	$.60	$0	$0	$0	$0
105	110	17.50	14.50	11.50	8.70	6.10	3.50	1.50	0	0	0	0
110	115	18.60	15.50	12.50	9.60	7.00	4.40	2.20	.10	0	0	0
115	120	19.60	16.60	13.60	10.50	7.90	5.30	2.90	.80	0	0	0
120	125	20.70	17.60	14.60	11.50	8.80	6.20	3.60	1.50	0	0	0
125	130	21.70	18.70	15.70	12.60	9.70	7.10	4.50	2.20	.20	0	0
130	135	22.80	19.70	16.70	13.70	10.70	8.00	5.40	2.90	.90	0	0
135	140	23.80	20.80	17.80	14.70	11.70	8.90	6.30	3.70	1.60	0	0
140	145	24.90	21.80	18.80	15.80	12.80	9.80	7.20	4.60	2.30	.30	0
145	150	25.90	22.90	19.90	16.80	13.80	10.80	8.10	5.50	3.30	1.00	0
150	160	27.50	24.50	21.40	18.40	15.40	12.30	9.50	6.90	4.30	2.00	0
160	170	29.60	26.50	23.50	20.50	17.50	14.40	11.40	8.70	6.10	3.60	1.40
170	180	31.70	28.70	25.60	22.60	19.60	16.50	13.50	10.50	7.90	5.30	2.80
180	190	33.80	30.80	27.70	24.70	21.70	18.60	15.60	12.60	9.70	7.10	4.60
190	200	35.90	32.90	29.80	26.80	23.80	20.70	17.70	14.70	11.70	8.90	6.30
200	210	38.10	35.00	31.90	28.90	25.90	22.80	19.80	16.80	13.80	10.70	8.10
210	220	40.40	37.10	34.00	31.00	28.00	24.90	21.90	18.90	15.90	12.80	9.90
220	230	42.70	39.30	36.10	33.10	30.10	27.00	24.00	21.00	18.00	14.90	11.90
230	240	45.10	41.60	38.30	35.20	32.20	29.10	26.10	23.10	20.10	17.00	14.00
240	250	47.80	43.90	40.60	37.30	34.30	31.20	28.20	25.20	22.20	19.10	16.10

MARRIED Persons — WEEKLY Payroll Period

And the wages are—		And the number of withholding allowances claimed is—										
At least	But less than	0	1	2	3	4	5	6	7	8	9	10 or more
		The amount of income tax to be withheld shall be—										
$100	$105	$14.10	$11.80	$9.50	$7.20	$4.90	$2.80	$.60	$0	$0	$0	$0
105	110	14.90	12.60	10.30	8.00	5.70	3.50	1.50	0	0	0	0
110	115	15.70	13.40	11.10	8.80	6.50	4.20	2.20	.10	0	0	0
115	120	16.50	14.20	11.90	9.60	7.30	5.00	2.90	.80	0	0	0
120	125	17.30	15.00	12.70	10.40	8.10	5.80	3.60	1.50	0	0	0
125	130	18.10	15.80	13.50	11.20	8.90	6.60	4.30	2.20	.20	0	0
130	135	18.90	16.60	14.30	12.00	9.70	7.40	5.10	2.90	.90	0	0
135	140	19.70	17.40	15.10	12.80	10.50	8.20	5.90	3.60	1.60	0	0
140	145	20.50	18.20	15.90	13.60	11.30	9.00	6.70	4.40	2.30	.30	0
145	150	21.30	19.00	16.70	14.40	12.10	9.80	7.50	5.20	3.00	1.00	0
150	160	22.50	20.20	17.90	15.60	13.30	11.00	8.70	6.40	4.10	2.00	0
160	170	24.10	21.80	19.50	17.20	14.90	12.60	10.30	8.00	5.70	3.40	1.40
170	180	26.00	23.40	21.10	18.80	16.50	14.20	11.90	9.60	7.30	5.00	2.80
180	190	28.00	25.20	22.70	20.40	18.10	15.80	13.50	11.20	8.90	6.60	4.30
190	200	30.00	27.30	24.30	22.00	19.70	17.40	15.10	12.80	10.50	8.20	5.90
200	210	32.00	29.30	26.30	23.60	21.30	19.00	16.70	14.40	12.10	9.80	7.60
210	220	34.40	31.20	28.30	25.40	22.90	20.60	18.20	16.00	13.70	11.40	9.10
220	230	36.80	33.30	30.30	27.40	24.50	22.20	19.80	17.60	15.30	13.00	10.70
230	240	39.20	35.70	32.30	29.40	26.50	23.80	21.50	19.30	16.90	14.60	12.30
240	250	41.60	38.10	34.60	31.40	28.50	25.60	23.10	20.80	18.50	16.20	13.80



733

JOHNSTONE ORCHARD
ORANGE, TX 77630

June 24 19 77

88 21
1131

PAY TO THE ORDER OF John C. Arthur $ 124.15

One hundred twenty-four 15/00 ---------------------------------- DOLLARS

ORANGE CITIZENS BANK
Orange, TX 77630

JOHNSTONE ORCHARD
Romero Johnstone

⑆1131⑆0021⑆790⑈01363⑈

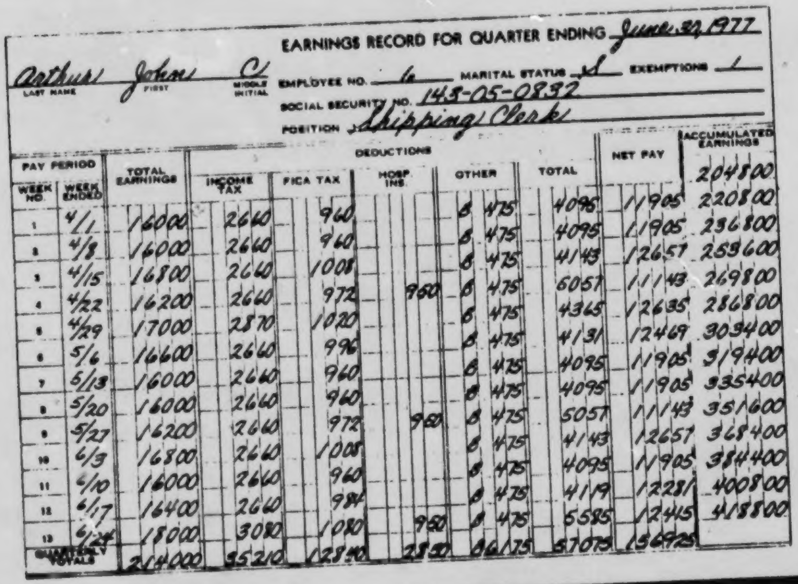
STATEMENT OF EMPLOYEE EARNINGS AND PAYROLL DEDUCTIONS

PERIOD ENDING	HOURS	EARNINGS		TOTAL EARNINGS	INCOME TAX	FICA TAX	HOSP. INS.	U.S. SAVINGS BONDS	OTHER	NET PAY
		REG	O.T.							
6/24/77	43⅓	160.00	20.00	180.00	30.80	10.80	9.50	4.75		124.15

JOHNSTONE ORCHARD

(Cheques De Pago)

Payroll check with detachable stub



EARNINGS RECORD FOR QUARTER ENDING June 30, 1977

Arthur (LAST NAME) John (FIRST) C (MIDDLE INITIAL)

EMPLOYEE NO. 6 MARITAL STATUS S EXEMPTIONS 1

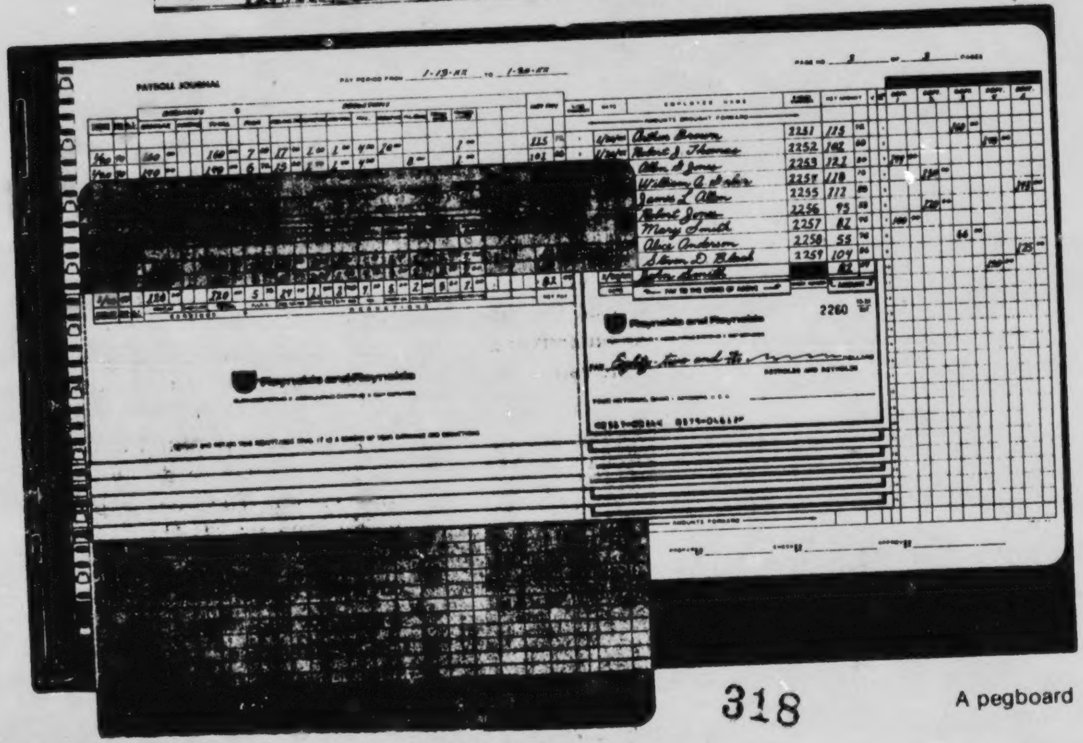
SOCIAL SECURITY NO. 143-05-0832

POSITION Shipping Clerk

PAY PERIOD		TOTAL EARNINGS	DEDUCTIONS					NET PAY	ACCUMULATED EARNINGS
WEEK NO.	WEEK ENDED		INCOME TAX	FICA TAX	HOSP. INS.	OTHER	TOTAL		204800
1	4/1	16000	2660	960		B 475	4095	11905	220800
2	4/8	16000	2660	960		B 475	4095	11905	236800
3	4/15	16800	2660	1008		B 475	4143	12657	253600
4	4/22	16200	2660	972	960	B 475	6057	11143	269800
5	4/29	17000	2870	1020		B 475	4365	12635	286800
6	5/6	16600	2660	996		B 475	4131	12469	303400
7	5/13	16000	2660	960		B 475	4095	11905	319400
8	5/20	16000	2660	960		B 475	4095	11905	335400
9	5/27	16200	2660	972	960	B 475	5057	11143	351600
10	6/3	16800	2660	1008		B 475	4143	12657	368400
11	6/10	16000	2660	960		B 475	4095	11905	384400
12	6/17	16400	2660	984		B 475	4119	12281	400800
13	6/24	18000	3080	1080	960	B 475	5585	12415	418800
QUARTERLY TOTALS		214000	35210	12840	2880	B 6175	57075	156925	

(Record De Ingresos Del Empleado)

Employee's earnings record



A pegboard

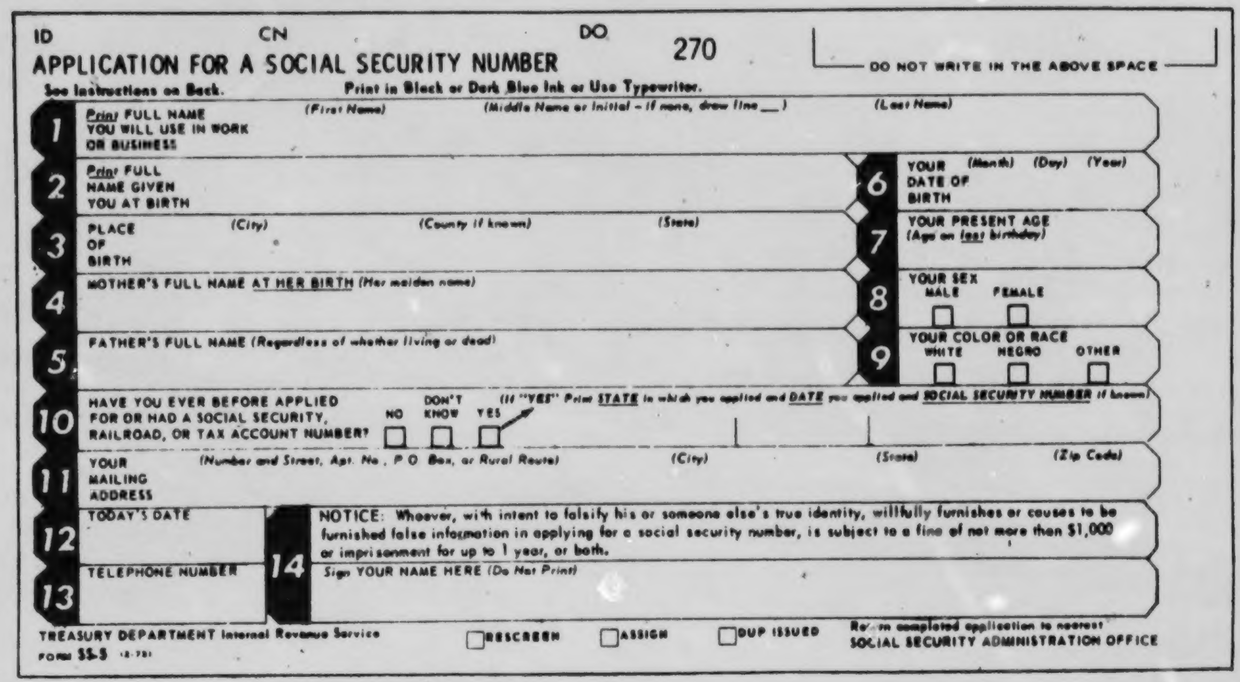
NAME ______________________

PAYROLL WORKSHEET

SSN + W-4

Fill out the application for a Social Security card and the W-4 Form below with your own information. Compare them to the samples in the hand-out. Then type the same information on the second set of forms.

Applying for a social security account number



ID CN DO 270

DO NOT WRITE IN THE ABOVE SPACE

APPLICATION FOR A SOCIAL SECURITY NUMBER

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial – if none, draw line ___) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

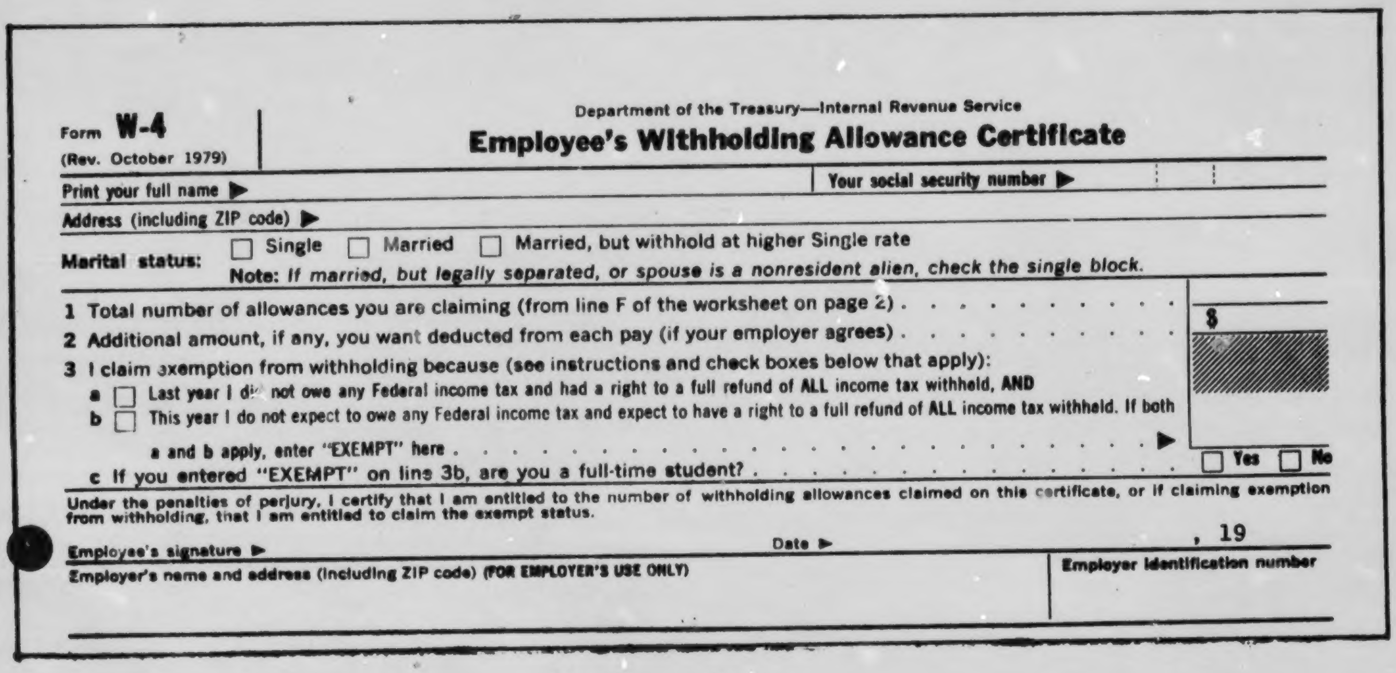
14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (2-72)

☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE



Form **W-4**
(Rev. October 1979)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

Print your full name ▶ Your social security number ▶

Address (including ZIP code) ▶

Marital status: ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate

Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . .

2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $

3 I claim exemption from withholding because (see instructions and check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter "EXEMPT" here . . . . ▶

c If you entered "EXEMPT" on line 3b, are you a full-time student? . . . . ☐ Yes ☐ No

Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Date ▶ , 19

Employer's name and address (including ZIP code) (FOR EMPLOYER'S USE ONLY) Employer identification number

NAME ______________________________

PAYROLL

STUDY GUIDE

After reading the payroll hand-out complete this study guide to help you review the vocabulary and main ideas of the hand-out.

Unit A—Analyzing Payroll Records

DIRECTIONS: **After each statement given below, place a check mark (√) in one of the Answers columns to indicate your answer.**

		Answers	
		True	False
1.	Every employee in an occupation covered by the social security laws is required to have a social security number	√	
2.	A social security card is issued for a small charge by the Social Security Administration to anyone upon request		
3.	If a social security card is lost, the person may apply for a new social security number		
4.	A woman who changes her name by court order or by marriage should notify the Social Security Administration of the change		
5.	The payroll time sheet is used as the basic source of data for the preparation of the employee's earnings record		
6.	The individual employee's earnings record is used as the source document to prepare each payroll check		
7.	The employer is required by law to retain payroll records on file for a minimum period of four years		
8.	Payroll records showing payments and deductions must be kept by a company		
9.	A business is required by law to withhold certain payroll taxes from the salaries it pays to its employees and to forward these taxes to the government		
10.	A single person who earns $200.00 a week pays less federal income tax than a married person with the same weekly earnings		
11.	An employee receives a reduction in the amount withheld for income tax for each exemption claimed		
12.	An employee is allowed one exemption for each person who qualifies as a dependent		
13.	A person must fill out and sign Form W-4, Employee's Withholding Exemption Certificate, each time federal income tax is withheld from his pay		
14.	The marital status and the number of exemptions claimed by an employee are identified on his Form W-4		
15.	All states and cities levy income taxes that employers are required to withhold from each employee's pay		
16.	The FICA tax is paid by both employees and employers		
17.	The employer pays a different rate of FICA tax on an employee's earnings than each employee does on personal wages		

Unit B—Business Vocabulary

DIRECTIONS: **Complete each item in Column II by selecting one of the terms given in Column I. Then print the identifying letter of that term in the Answers column.**

Column I

- a. — employee's earnings record
- b. — exemption
- c. — social security taxes
- d. — FICA tax
- e. — medicare
- f. — pay period
- g. — payroll
- h. — payroll register
- i. — payroll taxes
- j. — pegboard
- k. — total earnings
- l. — write-it-once principle
- m. — year-to-date earnings

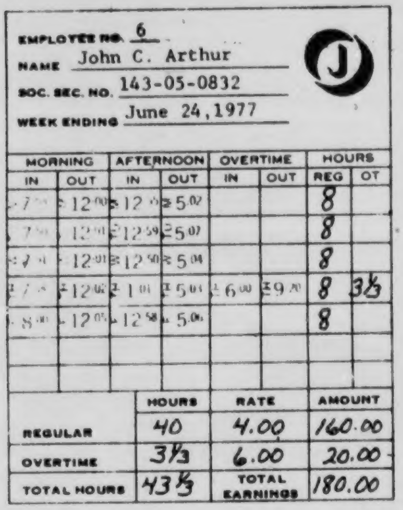
Column II

	Answers
1. The period covered by the wage or salary payment is called a	
2. A list of employees that shows payments due them for a pay period is called a	
3. Taxes based on the payroll of a business are called	
4. A deduction for each qualified person supported by a taxpayer is called an	
5. All the taxes imposed under the social security laws are called	
6. The federal health insurance program, designed for people who have reached age 65, is popularly called	
7. The social security tax paid to the federal government by both employees and employers for use in paying old-age, survivors, disability insurance benefits, and health insurance benefits (medicare) is called	
8. The total pay due for the pay period before deductions is called	
9. A business form on which the entire payroll is recorded is called a	
10. The business form showing details of all items affecting payments made to each employee is called an	
11. A special board used to write the same information at one time on several separate kinds of forms held in place by a number of pegs is called a	
12. The procedure of producing more than one copy of the same data in only one writing is called the	

Unit C—Examining the Payroll Time Card

DIRECTIONS: **The questions at the right are based on the payroll time card shown below. Indicate your answer by placing a check mark in one of the Answers columns.**

Mr. Arthur's regular working hours are: 8:00 a.m. to 5:00 p.m. with a one-hour lunch period from 12:00 noon until 1:00 p.m.



EMPLOYEE NO. 6
NAME John C. Arthur
SOC. SEC. NO. 143-05-0832
WEEK ENDING June 24,1977

MORNING		AFTERNOON		OVERTIME		HOURS	
IN	OUT	IN	OUT	IN	OUT	REG	OT
7 [illegible]	12^{00}	12 [illegible]	5^{02}			8	
7 [illegible]	12^{01}	12^{59}	5^{01}			8	
7 [illegible]	12^{01}	12^{58}	5^{04}			8	
7 [illegible]	12^{02}	1^{01}	5^{01}	6^{00}	9^{20}	8	3⅓
8^{00}	12^{05}	12^{58}	5^{06}			8	

	HOURS	RATE	AMOUNT
REGULAR	40	4.00	160.00
OVERTIME	3⅓	6.00	20.00
TOTAL HOURS	43⅓	TOTAL EARNINGS	180.00

	Answers Yes	Answers No
0. Does Mr. Arthur's payroll number change each week?		✓
1. Does Mr. Arthur's payroll number differ from his social security number?		
2. Does the time card cover only one week?		
3. Did Mr. Arthur ring in early any morning during the week?		
4. Did he ring in late any morning?		
5. Did he ring out early any morning?		
6. Did he ring in early any afternoon?		
7. Did Mr. Arthur receive any overtime pay for ringing in early?		
8. Was he tardy any morning?		
9. Did he ring in late any afternoon?		
10. Did he ring out early any afternoon?		
11. Were any deductions made from Mr. Arthur's pay for tardiness?		
12. Did he work overtime any evening during the week?		
13. Is the total number of overtime hours worked by Mr. Arthur recorded on the card?		
14. Does the hourly rate for regular hours appear on the time card?		
15. Does the amount of Mr. Arthurs' total earnings during the week appear on the time card?		
16. Is the time card discarded immediately after the payroll for the week has been recorded?		

NAME ______________________________

WORKSHEET

THE PAYROLL REGISTER AND PAY CHECKS

1. Enter the employee's total earnings on the Payroll Register under "TOTAL EARNINGS". (From the total earnings on the time card.)

2. Figure each employee's income tax by referring to the income tax table in the handout. Use the table labeled "Married" for married employees and the one labeled "Single" for single employees. Enter the amount under "INCOME TAX".

3. To determine the F.I.C.A. tax, multiply the total earnings times .0613 (6.13%) and enter the total under "FICA TAX".

4. To determine the S.D.I. tax, multiply the total earnings times .01 (1%) and enter the total under "SDI".

5. Add up all the deductions (income tax + FICA tax + SDI tax) and enter the total under "TOTAL".

6. Subtract the total deductions from the total earnings and enter under "NET PAY".

7. Use the information on the time cards and the Payroll Register to write a check and check stub for each employee. Begin with check number 200. The information on the check should be exactly the same as the information on the Payroll Register.

8. Record the number of each check on the Payroll Register under "CK. NO.".

9. Double check your work for errors.

10. If you have time type the information on a second set of payroll checks. (Get them from the teacher.)

EMPLOYEES EARNINGS RECORD

1. This is the first week in the quarter. Fill out a new Employee's Earnings Record for each employee from the information on their time cards and the Payroll Register. The accumulated earnings for each employee are as follows:

   Glenn, Mary - $12,456.21 ----------- Assistant Manager

   Hanes, Roy - $17,821.79 ----------- Manager

   Klein, Robert - $7,821.62 ----------- Sales Clerk

   Lenon, Herbert - $ 4,613.41 ---------- Stocker

   Murphey, Betty - $ 8,111.92 --------- Bookeeper

   Watson, Alice - $6,362.50 ----------- Sales Clerk

PAYROLL REGISTER

WEEK ENDED April 18, 19— DATE OF PAYMENT

EMPL. NO.	EMPLOYEE'S NAME	MARITAL STATUS	NO. OF EXEMPTIONS	TOTAL EARNINGS	DEDUCTIONS: INCOME TAX	FICA TAX	SDI	OTHER	TOTAL	NET PAY	CK. NO.
22	Glenn, Mary	S	1								
24	Hanes, Roy	M	3								
29	Klein, Robert	S	1								
21	Lenon, Herbert	M	4								
25	Murphy, Betty	M	1								
27	Watson, Alice	S	1								

PAYROLL REGISTER

WEEK ENDED April 18, 19—

DATE OF PAYMENT

					DEDUCTIONS						
EMPL. NO.	EMPLOYEE'S NAME	MARITAL STATUS	NO. OF EXEMPTIONS	TOTAL EARNINGS	INCOME TAX	FICA TAX	SDI	OTHER	TOTAL	NET PAY	CK. NO.
22	Glenn, Mary	S	1	100 00	13 40	6 13	1 00		20 53	79 47	200
24	Hanes, Roy	M	3	137 60	12 80	8 43	1 38		22 61	114 99	201
29	Klein, Robert	S	1	133 50	19 70	8 18	1 34		29 22	104 28	202
21	Lenon, Herbert	M	4	144 00	11 30	8 83	1 44		21 57	122 43	203
25	Murphy, Betty	M	1	180 60	25 20	11 07	1 81		38 08	142 52	204
27	Watson, Alice	S	1	165 60	26 00	10 15	1 66		38 41	127 19	205
	Totals			861 30	109 00	52 79	8 63		170 42	690 88	

CHECK NO. ____

PERIOD ENDING ____ ____ 19__

EARNINGS $

REG. .... $____

O.T. .... $____

DEDUCTIONS $

INC. TAX .... $____

FICA TAX ...... $____

SDI TAX .. $____

OTHER .... $____

NET PAY $

PAYROLL ACCOUNT

No.____

59-301
1213

____ 19____

JORDON FARMS

Pay to the order of ____ $____

____ Dollars

KAHALA NATIONAL BANK
Honolulu, Hawaii 96821

____

Tom Jordon

⑆1213⑈301⑆ 185⑈0146⑈08⑈

CHECK NO. ____

PERIOD ENDING ____ ____ 19__

EARNINGS $

REG. .... $____

O.T. .... $____

DEDUCTIONS $

INC. TAX .... $____

FICA TAX ...... $____

SDI TAX .. $____

OTHER .... $____

NET PAY $

PAYROLL ACCOUNT

No.____

59-301
1213

____ 19____

JORDON FARMS

Pay to the order of ____ $____

____ Dollars

KAHALA NATIONAL BANK
Honolulu, Hawaii 96821

____

Tom Jordon

⑆1213⑈301⑆ 185⑈0146⑈08⑈

CHECK NO. ____

PERIOD ENDING ____ ____ 19__

EARNINGS $

REG. .... $____

O.T. .... $____

DEDUCTIONS $

INC. TAX .... $____

FICA TAX ...... $____

SDI TAX .. $____

OTHER .... $____

NET PAY $

PAYROLL ACCOUNT

No.____

59-301
1213

____ 19____

JORDON FARMS

Pay to the order of ____ $____

____ Dollars

KAHALA NATIONAL BANK
Honolulu, Hawaii 96821

____

Tom Jordon

⑆1213⑈301⑆ 185⑈0146⑈08⑈

327

PAYROLL TIME CARDS

Complete the time cards below. Compare your work to the sample time card in the hand-out.

EMPLOYEE NO. 22
NAME Mary Glenn
SOC. SEC. NO. 283-54-3008
WEEK ENDING April 18, 19--

MORNING		AFTERNOON		OVERTIME		HOURS	
IN	OUT	IN	OUT	IN	OUT	REG	OT
7:59	12:00	12:58	5:00				
7:58	12:01	12:57	5:01				
7:57	12:03	12:56	5:02				
8:03	12:00	12:51	5:05				
7:55	12:02	1:02	5:03				

	HOURS	RATE	AMOUNT
REGULAR		2.50	
OVERTIME		3.75	
TOTAL HOURS		TOTAL EARNINGS	

EMPLOYEE NO. 24
NAME Roy Hanes
SOC. SEC. NO. 295-30-4002
WEEK ENDING April 18, 19--

MORNING		AFTERNOON		OVERTIME		HOURS	
IN	OUT	IN	OUT	IN	OUT	REG	OT
7:58	12:03	12:58	5:02				
8:04	12:01	12:56	5:01				
7:57	12:00	12:53	5:04	7:00	9:01		
7:59	12:02	12:58	5:01				
7:58	12:01	1:00	5:03				

	HOURS	RATE	AMOUNT
REGULAR		3.20	
OVERTIME		4.80	
TOTAL HOURS		TOTAL EARNINGS	

EMPLOYEE NO. 29
NAME Robert Klein
SOC. SEC. NO. 268-28-4140
WEEK ENDING April 18, 19--

MORNING		AFTERNOON		OVERTIME		HOURS	
IN	OUT	IN	OUT	IN	OUT	REG	OT
7:57	12:01	1:00	5:02	7:00	8:00		
7:56	12:00	12:57	5:01				
7:58	12:03	12:55	5:05	6:00	8:02		
7:57	12:02	12:58	5:02				
7:56	12:01	12:58	5:01				

	HOURS	RATE	AMOUNT
REGULAR		3.00	
OVERTIME		4.50	
TOTAL HOURS		TOTAL EARNINGS	

EMPLOYEE NO. 21
NAME Herbert Lenon
SOC. SEC. NO. 278-28-4040
WEEK ENDING April 18, 19--

MORNING		AFTERNOON		OVERTIME		HOURS	
IN	OUT	IN	OUT	IN	OUT	REG	OT
7:56	12:00	12:58	5:01				
7:57	12:01	12:52	5:08				
7:58	12:02	1:04	5:02				
7:59	12:01	12:59	5:03				
8:00	12:02						

	HOURS	RATE	AMOUNT
REGULAR		4.00	
OVERTIME		6.00	
TOTAL HOURS		TOTAL EARNINGS	

EMPLOYEE NO. 25
NAME Betty Murphy
SOC. SEC. NO. 285-48-3201
WEEK ENDING April 18, 19--

MORNING		AFTERNOON		OVERTIME		HOURS	
IN	OUT	IN	OUT	IN	OUT	REG	OT
7:57	12:02	12:55	5:02				
7:56	12:02	12:59	5:03				
7:58	12:01	12:56	5:03	5:59	8:02		
7:55	12:02	12:56	5:02				
7:56	12:01	12:58	5:03				

	HOURS	RATE	AMOUNT
REGULAR		4.20	
OVERTIME		6.30	
TOTAL HOURS		TOTAL EARNINGS	

EMPLOYEE NO. 27
NAME Alice Watson
SOC. SEC. NO. 295-48-3201
WEEK ENDING April 18, 19--

MORNING		AFTERNOON		OVERTIME		HOURS	
IN	OUT	IN	OUT	IN	OUT	REG	OT
7:59	12:00	12:59	5:02	6:00	8:03		
7:58	12:02	12:58	5:05				
7:59	12:02	12:57	5:01	5:55	8:01		
7:58	12:02	12:58	5:03				
7:59	12:03	12:59	5:03				

	HOURS	RATE	AMOUNT
REGULAR		3.60	
OVERTIME		5.40	
TOTAL HOURS		TOTAL EARNINGS	

PAYROLL TIME CARDS

Complete the time cards below. Compare your work to the sample time card in the hand-out.

Key

EMPLOYEE NO 22
NAME Mary Glenn
SOC SEC NO 283-54-3008
WEEK ENDING April 18, 19--

MORNING		AFTERNOON		OVERTIME		HOURS	
IN	OUT	IN	OUT	IN	OUT	REG	OT
7:59	12:00	12:58	5:00			8	
7:58	12:01	12:57	5:01			8	
7:57	12:03	12:55	5:02			8	
8:03	12:00	12:51	5:05			8	
7:55	12:02	1:02	5:03			8	

	HOURS	RATE	AMOUNT
REGULAR	40	2.50	100.00
OVERTIME	—	3.75	—
TOTAL HOURS	40	TOTAL EARNINGS	100.00

EMPLOYEE NO 24
NAME Roy Hanes
SOC SEC NO 295-30-4002
WEEK ENDING April 18, 19--

MORNING		AFTERNOON		OVERTIME		HOURS	
IN	OUT	IN	OUT	IN	OUT	REG	OT
7:58	12:03	12:58	5:02			8	
8:04	12:01	12:56	5:01			8	
7:57	12:00	12:53	5:04	7:00	9:01	8	2
7:59	12:02	12:58	5:01			8	
7:58	12:01	1:00	5:03			8	

	HOURS	RATE	AMOUNT
REGULAR	40	3.20	128.00
OVERTIME	2	4.80	9.60
TOTAL HOURS	42	TOTAL EARNINGS	137.60

EMPLOYEE NO 29
NAME Robert Klein
SOC SEC NO 268-28-4140
WEEK ENDING April 18, 19--

MORNING		AFTERNOON		OVERTIME		HOURS	
IN	OUT	IN	OUT	IN	OUT	REG	OT
7:57	12:01	1:00	5:02	7:00	8:00	8	1
7:56	12:00	12:57	5:01			8	
7:58	12:03	12:55	5:05	6:00	8:02	8	2
7:57	12:02	12:58	5:02			8	
7:56	12:01	12:58	5:01			8	

	HOURS	RATE	AMOUNT
REGULAR	40	3.00	120.00
OVERTIME	3	4.50	13.50
TOTAL HOURS	43	TOTAL EARNINGS	133.50

EMPLOYEE NO 21
NAME Herbert Lenon
SOC SEC NO 278-28-4040
WEEK ENDING April 18, 19--

MORNING		AFTERNOON		OVERTIME		HOURS	
IN	OUT	IN	OUT	IN	OUT	REG	OT
7:56	12:00	12:58	5:01			8	
7:57	12:01	12:52	5:08			8	
7:58	12:02	1:04	5:02			8	
7:59	12:01	12:59	5:03			8	
8:00	12:02					4	

	HOURS	RATE	AMOUNT
REGULAR	36	4.00	144.00
OVERTIME	—	6.00	
TOTAL HOURS	36	TOTAL EARNINGS	144.00

EMPLOYEE NO 25
NAME Betty Murphy
SOC SEC NO 285-48-3201
WEEK ENDING April 18, 19--

MORNING		AFTERNOON		OVERTIME		HOURS	
IN	OUT	IN	OUT	IN	OUT	REG	OT
7:57	12:02	12:55	5:02			8	
7:56	12:02	12:59	5:03			8	
7:58	12:01	12:56	5:03	5:59	8:02	8	2
7:55	12:02	12:56	5:02			8	
7:56	12:01	12:58	5:03			8	

	HOURS	RATE	AMOUNT
REGULAR	40	4.20	168.00
OVERTIME	2	6.30	12.60
TOTAL HOURS	42	TOTAL EARNINGS	180.60

EMPLOYEE NO 27
NAME Alice Watson
SOC SEC NO 295-48-3201
WEEK ENDING April 18, 19--

MORNING		AFTERNOON		OVERTIME		HOURS	
IN	OUT	IN	OUT	IN	OUT	REG	OT
7:59	12:00	12:59	5:02	6:00	8:03	8	2
7:58	12:02	12:58	5:06			8	
7:59	12:02	12:57	5:01	5:55	8:01	8	2
7:58	12:02	12:58	5:03			8	
7:59	12:03	12:59	5:03			8	

	HOURS	RATE	AMOUNT
REGULAR	40	3.60	144.00
OVERTIME	4	5.40	21.60
TOTAL HOURS	44	TOTAL EARNINGS	165.60

EARNINGS RECORD FOR QUARTER ENDING ____________

LAST NAME FIRST MIDDLE INITIAL

EMPLOYEE NO. ________ MARITAL STATUS ______ EXEMPTIONS ______

SOCIAL SECURITY NO. ____________

POSITION ____________

PAY PERIOD		TOTAL EARNINGS	DEDUCTIONS					NET PAY	ACCUMULATED EARNINGS
WEEK NO.	WEEK ENDED		INCOME TAX	FICA TAX	SDI	OTHER	TOTAL		
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
QUARTERLY TOTALS									

EARNINGS RECORD FOR QUARTER ENDING ____________

LAST NAME FIRST MIDDLE INITIAL

EMPLOYEE NO. ________ MARITAL STATUS ______ EXEMPTIONS ______

SOCIAL SECURITY NO. ____________

POSITION ____________

PAY PERIOD		TOTAL EARNINGS	DEDUCTIONS					NET PAY	ACCUMULATED EARNINGS
WEEK NO.	WEEK ENDED		INCOME TAX	FICA TAX	SDI	OTHER	TOTAL		
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
QUARTERLY TOTALS									

NAME ______________________________

WORKSHEET

THE PAYROLL REGISTER AND PAY CHECKS

1. Enter the employee's total earnings on the Payroll Register under "TOTAL EARNINGS". (From the total earnings on the time card.)

2. Figure each employee's income tax by referring to the income tax table in the handout. Use the table labeled "Married" for married employees and the one labeled "Single" for single employees. Enter the amount under "INCOME TAX".

3. To determine the F.I.C.A. tax, multiply the total earnings times .0613 (6.13%) and enter the total under "FICA TAX".

4. To determine the S.D.I. tax, multiply the total earnings times .01 (1%) and enter the total under "SDI".

5. Add up all the deductions (income tax + FICA tax + SDI tax) and enter the total under "TOTAL".

6. Subtract the total deductions from the total earnings and enter under "NET PAY".

7. Use the information on the time cards and the Payroll Register to write a check and check stub for each employee. Begin with check number 200. The information on the check should be exactly the same as the information on the Payroll Register.

8. Record the number of each check on the Payroll Register under "CK. NO.".

9. Double check your work for errors.

10. If you have time type the information on a second set of payroll checks. (Get them from the teacher.)

EMPLOYEES EARNINGS RECORD

1. This is the first week in the quarter. Fill out a new Employee's Earnings Record for each employee from the information on their time cards and the Payroll Register. The accumulated earnings for each employee are as follows:

   Glenn, Mary - $12,456.21

   Hanes, Roy - $17,821.79

   Klein, Robert - $20,201.08

   Lenon, Herbert - $4,613.41

   Murphey, Betty - $18,111.92

   Watson, Alick - $6,362.50

PAYROLL REGISTER

WEEK ENDED April 18, 19—

DATE OF PAYMENT

EMPL. NO.	EMPLOYEE'S NAME	MARITAL STATUS	NO. OF EXEMPTIONS	TOTAL EARNINGS	DEDUCTIONS					NET PAY	CK. NO.
					INCOME TAX	FICA TAX	SDI	OTHER	TOTAL		
22	Glenn, Mary	S	1								
24	Hanes, Roy	M	3								
29	Klein, Robert	S	1								
21	Lenon, Herbert	M	4								
25	Murphy, Betty	M	1								
27	Watson, Alice	S	1								

CHECK NO. ____

PERIOD ENDING ___ ___ 19__

EARNINGS $

REG. .... $____

O.T. .... $____

DEDUCTIONS $

INC. TAX .... $____

FICA TAX ..... $____

SDI TAX .. $____

OTHER .... $____

NET PAY $

PAYROLL
ACCOUNT

M

No.____

59-301/1213

____________ 19____

JORDON FARMS

Pay to the order of ____________________ $______

____________________________ Dollars

KAHALA NATIONAL BANK
Honolulu, Hawaii 96821

____
Tom Jordon

⑆1213⑉301⑆ 185⑉0146⑉08⑈

CHECK NO. ____

PERIOD ENDING ___ ___ 19__

EARNINGS $

REG. .... $____

O.T. .... $____

DEDUCTIONS $

INC. TAX .... $____

FICA TAX ..... $____

SDI TAX .. $____

OTHER .... $____

NET PAY $

PAYROLL
ACCOUNT

M

No.____

59-301/1213

____________ 19____

JORDON FARMS

Pay to the order of ____________________ $______

____________________________ Dollars

KAHALA NATIONAL BANK
Honolulu, Hawaii 96821

____
Tom Jordon

⑆1213⑉301⑆ 185⑉0146⑉08⑈

CHECK NO. ____

PERIOD ENDING ___ ___ 19__

EARNINGS $

REG. .... $____

O.T. .... $____

DEDUCTIONS $

INC. TAX .... $____

FICA TAX ..... $____

SDI TAX .. $____

OTHER .... $____

NET PAY $

PAYROLL
ACCOUNT

M

No.____

59-301/1213

____________ 19____

JORDON FARMS

Pay to the order of ____________________ $______

____________________________ Dollars

KAHALA NATIONAL BANK
Honolulu, Hawaii 96821

____
Tom Jordon

⑆1213⑉301⑆ 185⑉0146⑉08⑈

306

CHECK NO. ____

PERIOD ENDING ____ ____ 19__

EARNINGS $

REG. .... $

O.T. .... $

DEDUCTIONS $

INC. TAX .... $

FICA TAX ..... $

SDI TAX . .. $

OTHER .... $

NET PAY $

PAYROLL
ACCOUNT

No. ____

$\frac{59\text{-}301}{1213}$

____________ 19____

JORDON FARMS

Pay to the order of ______________________ $ ________

______________________ Dollars

KAHALA NATIONAL BANK
Honolulu, Hawaii 96821

Tom Jordon

⑆1213⑈301⑆ 185⑈0146⑈08⑈

CHECK NO. ____

PERIOD ENDING ____ ____ 19__

EARNINGS $

REG. .... $

O.T. .... $

DEDUCTIONS $

INC. TAX .... $

FICA TAX ..... $

SDI TAX . .. $

OTHER .... $

NET PAY $

PAYROLL
ACCOUNT

No. ____

$\frac{59\text{-}301}{1213}$

____________ 19____

JORDON FARMS

Pay to the order of ______________________ $ ________

______________________ Dollars

KAHALA NATIONAL BANK
Honolulu, Hawaii 96821

Tom Jordon

⑆1213⑈301⑆ 185⑈0146⑈08⑈

CHECK NO. ____

PERIOD ENDING ____ ____ 19__

EARNINGS $

REG. .... $

O.T. .... $

DEDUCTIONS $

INC. TAX .... $

FICA TAX ..... $

SDI TAX . .. $

OTHER .... $

NET PAY $

PAYROLL
ACCOUNT

No. ____

$\frac{59\text{-}301}{1213}$

____________ 19____

JORDON FARMS

Pay to the order of ______________________ $ ________

______________________ Dollars

KAHALA NATIONAL BANK
Honolulu, Hawaii 96821

Tom Jordon

⑆1213⑈301⑆ 185⑈0146⑈08⑈

337

EARNINGS RECORD FOR QUARTER ENDING ____________

LAST NAME　FIRST　MIDDLE INITIAL

EMPLOYEE NO. ____________ MARITAL STATUS ________ EXEMPTIONS ________

SOCIAL SECURITY NO. ____________

POSITION ____________

PAY PERIOD		TOTAL EARNINGS	DEDUCTIONS					NET PAY	ACCUMULATED EARNINGS
WEEK NO.	WEEK ENDED		INCOME TAX	FICA TAX	SDI	OTHER	TOTAL		
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
QUARTERLY TOTALS									

EARNINGS RECORD FOR QUARTER ENDING ____________

LAST NAME　FIRST　MIDDLE INITIAL

EMPLOYEE NO. ____________ MARITAL STATUS ________ EXEMPTIONS ________

SOCIAL SECURITY NO. ____________

POSITION ____________

PAY PERIOD		TOTAL EARNINGS	DEDUCTIONS					NET PAY	ACCUMULATED EARNINGS
WEEK NO.	WEEK ENDED		INCOME TAX	FICA TAX	SDI	OTHER	TOTAL		
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
QUARTERLY TOTALS									

CHECK NO. 200
PERIOD ENDING 4 | 18 | 19 80
EARNINGS $ 100 00
REG. $ 100.00
O.T. $
DEDUCTIONS $ 30 53
INC. TAX $ 12.40
FICA TAX $ 6.13
SDI TAX $ 1.00
OTHER $
NET PAY $ 79 47

PAYROLL ACCOUNT

M

No. 200

88-301
1213

May 25, 19 80

JORDON FARMS

Pay to the order of Mary Glenn $ 79.47

Seventy-nine 47/100 Dollars

KAHALA NATIONAL BANK
Honolulu, Hawaii 96821

Tom Jordon
Tom Jordon

⑆1213⑈301⑆ 185⑈0146⑈08⑈

CHECK NO. 201
PERIOD ENDING 4 | 18 | 19 80
EARNINGS $ 137 60
REG. $ 128.00
O.T. $ 9.60
DEDUCTIONS $ 22 61
INC. TAX $ 12.80
FICA TAX $ 8.43
SDI TAX $ 1.38
OTHER $
NET PAY $ 114 99

PAYROLL ACCOUNT

M

No. 201

88-301
1213

May 25, 19 80

JORDON FARMS

Pay to the order of Roy Hanes $ 114.99

Onehundred fourteen 99/100 Dollars

KAHALA NATIONAL BANK
Honolulu, Hawaii 96821

Tom Jordon
Tom Jordon

⑆1213⑈301⑆ 185⑈0146⑈08⑈

CHECK NO. 202
PERIOD ENDING 4 | 18 | 19 80
EARNINGS $ 133 50
REG. $ 120.00
O.T. $ 13.50
DEDUCTIONS $ 29 25
INC. TAX $ 19.70
FICA TAX $ 8.18
SDI TAX $ 1.34
OTHER $
NET PAY $ 104 28

PAYROLL ACCOUNT

M

No. 202

88-301
1213

May 25, 19 80

JORDON FARMS

Pay to the order of Robert Klein $ 104.28

Onehundred four 28/100 Dollars

KAHALA NATIONAL BANK
Honolulu, Hawaii 96821

Tom Jordon
Tom Jordon

⑆1213⑈301⑆ 185⑈0146⑈08⑈

CHECK NO. 203

PERIOD ENDING 4 | 18 | 19 80

EARNINGS $ 144 | 00

REG. .... $ 144.00

O.T. .... $

DEDUCTIONS $ 21 | 57

INC. TAX .... $ 11.30

FICA TAX ..... $ 8.83

SDI TAX. .. $ 1.44

OTHER .... $

NET PAY $ 122 | 43

PAYROLL
ACCOUNT

M

No. 203

May 25, 19 80

89-301
1213

JORDON FARMS

Pay to the order of Herbert Lenon $ 122.43

One hundred twenty-two 43/100 Dollars

KAHALA NATIONAL BANK
Honolulu, Hawaii 96821

Tom Gordon

Tom Jordon

⑆1213⑉301⑆ 185⑉0146⑉08⑈

CHECK NO 204

PERIOD ENDING 4 | 18 | 19 80

EARNINGS $ 180 | 60

REG. .... $ 168.00

O.T. .... $ 12.60

DEDUCTIONS $ 38 | 08

INC. TAX .... $ 25.20

FICA TAX ..... $ 11.07

SDI TAX. .. $ 1.81

OTHER .... $

NET PAY $ 142 | 52

PAYROLL
ACCOUNT

M

No. 204

May 25, 19 80

89-301
1213

JORDON FARMS

Pay to the order of Betty Murphey $ 142.52

One hundred forty-two 52/100 Dollars

KAHALA NATIONAL BANK
Honolulu, Hawaii 96821

Tom Gordon

Tom Jordon

⑆1213⑉301⑆ 185⑉0146⑉08⑈

CHECK NO 205

PERIOD ENDING 4 | 18 | 19 80

EARNINGS $ 165 | 60

REG. .... $ 144.00

O.T. .... $ 21.60

DEDUCTIONS $ 38 | 41

INC. TAX .... $ 26.60

FICA TAX ..... $ 10.15

SDI TAX. .. $ 1.66

OTHER .... $

NET PAY $ 127 | 19

PAYROLL
ACCOUNT

M

No. 205

May 25, 19 80

89-301
1213

JORDON FARMS

Pay to the order of Alice Watson $ 127.19

One hundred twenty-seven 19/100 Dollars

KAHALA NATIONAL BANK
Honolulu, Hawaii 96821

Tom Gordon

Tom Jordon

⑆1213⑉301⑆ 185⑉0146⑉08⑈

EARNINGS RECORD FOR QUARTER ENDING ______

Glenn, Mary
LAST NAME FIRST MIDDLE INITIAL

EMPLOYEE NO. 22 MARITAL STATUS S EXEMPTIONS 1

SOCIAL SECURITY NO. 283-54-3008

POSITION Assistant Manager

PAY PERIOD		TOTAL EARNINGS	DEDUCTIONS					NET PAY	ACCUMULATED EARNINGS
WEEK NO.	WEEK ENDED		INCOME TAX	FICA TAX	SDI	OTHER	TOTAL		12456 21
1	4/18	100 00	13 40	6 13	1 00		20 53	79 47	12556 21
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
QUARTERLY TOTALS									

EARNINGS RECORD FOR QUARTER ENDING ______

Hanes, Roy
LAST NAME FIRST MIDDLE INITIAL

EMPLOYEE NO. 24 MARITAL STATUS M EXEMPTIONS 3

SOCIAL SECURITY NO. 295-30-4002

POSITION Manager

PAY PERIOD		TOTAL EARNINGS	DEDUCTIONS					NET PAY	ACCUMULATED EARNINGS
WEEK NO.	WEEK ENDED		INCOME TAX	FICA TAX	SDI	OTHER	TOTAL		17821 79
1	4/18	137 60	12 80	8 43	1 38		22 61	114 99	17959 39
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
QUARTERLY TOTALS									

EARNINGS RECORD FOR QUARTER ENDING ____________

Klein, Robert
LAST NAME FIRST MIDDLE INITIAL

EMPLOYEE NO. 29 MARITAL STATUS S EXEMPTIONS 1

SOCIAL SECURITY NO. 268-28-4140

POSITION Sales Clerk

PAY PERIOD		TOTAL EARNINGS	DEDUCTIONS					NET PAY	ACCUMULATED EARNINGS
WEEK NO.	WEEK ENDED		INCOME TAX	FICA TAX	SDI	OTHER	TOTAL		7821 62
1	4/18	133 50	19 70	8 18	1 34		29 22	104 28	7925 90
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
QUARTERLY TOTALS									

EARNINGS RECORD FOR QUARTER ENDING ____________

Lenon, Herbert
LAST NAME FIRST MIDDLE INITIAL

EMPLOYEE NO. 21 MARITAL STATUS M EXEMPTIONS 4

SOCIAL SECURITY NO. 278-28-4040

POSITION Stocker

PAY PERIOD		TOTAL EARNINGS	DEDUCTIONS					NET PAY	ACCUMULATED EARNINGS
WEEK NO.	WEEK ENDED		INCOME TAX	FICA TAX	SDI	OTHER	TOTAL		61613 41
1	4/18	144 00	11 50	8 83	1 44		21 57	122 43	4757 41
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
QUARTERLY TOTALS									

EARNINGS RECORD FOR QUARTER ENDING

Murphey, Betty
LAST NAME FIRST MIDDLE INITIAL

EMPLOYEE NO. 25 MARITAL STATUS M EXEMPTIONS 1

SOCIAL SECURITY NO. 285-48-3201

POSITION Bookeeper

PAY PERIOD		TOTAL EARNINGS	DEDUCTIONS					NET PAY	ACCUMULATED EARNINGS
WEEK NO.	WEEK ENDED		INCOME TAX	FICA TAX	SDI	OTHER	TOTAL		8111 92
1	4/18	180 60	25 32	11 07	1 81		38 08	142 52	8292 52
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
QUARTERLY TOTALS									

EARNINGS RECORD FOR QUARTER ENDING

Watson, Alice
LAST NAME FIRST MIDDLE INITIAL

EMPLOYEE NO. 27 MARITAL STATUS S EXEMPTIONS 1

SOCIAL SECURITY NO. 295-48-3201

POSITION Sales Clerk

PAY PERIOD		TOTAL EARNINGS	DEDUCTIONS					NET PAY	ACCUMULATED EARNINGS
WEEK NO.	WEEK ENDED		INCOME TAX	FICA TAX	SDI	OTHER	TOTAL		6326 50
1	4/18	165 60	26 60	10 15	1 66		38 41	127 19	6492 10
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
QUARTERLY TOTALS									

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 28

1) LESSON TOPICS:

ESL

Reinforcement of payroll Vocabulary

VOC

Beginning: Payroll (Piecework and Regular Time Cards)
Advanced: Payroll (Piecework Time Cards and Pegboard-One-Write System)

2) BEHAVIORAL OBJECTIVES:

ESL

--The students will correctly use payroll terms covered previously and those relating to piecework.

VOC

Beginning:
--To demonstrate understanding of time card by successfully completing regular and piecework time card worksheets.
Advanced:
--To successfully complete piecework time cards and pegboard payroll for one-day period.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

Review as necessary. Ask students to use words in sentences. Use words on materials to be distributed by vocational teacher.

(OBJECTIVES, continued) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 28

VOC

Beginning:

Day 1:
1. Lecture on time cards.
2. Assignment to complete "Time Card Worksheet" (same as the worksheet attached to last week's advanced lesson plans.)

Day 2:
1. Review and check the "Time Card Worksheet".
2. Lecture on piece-work time cards.
3. Give Assignment on piece-work time card worksheet.

Advanced:

Day 1:
1. Administer make-up test covering incoming and outgoing mail.
2. Review and check payroll register, checks and earning record from last week's assignment.
3. Lecture on piece-work and piece-work time cards.
4. Give assignment to complete piecework time card worksheet.

Day 2:
1. Review and check "Piece-work Time Cards Worksheet".
2. Lecture on the pegboard payroll system (one-write system).
3. Assign students to complete the pegboard payroll for one pay period. (See pegboard payroll simulation.)

4) NEW VOCABULARY:
Continued reinforcement of vocabulary from payroll handout.

5) MATERIALS NEEDED:
Pegboard payroll simulation, regular and piece-work time cards (worksheets)

6) LESSON EVALUATION:
Because of our limited time we only completed the payroll for the first pay period in the payroll simulation. I would recommend, however, that in the future the entire simulation be completed. With the students working on it at home, it would take 2 or 3 additional weeks. The pegboard simulation is completely self-contained and could be used by a class that has had no experience with payroll at all. The pegboard system is the coming thing in payroll and is becoming very common, so it is an important part of the topic on payroll. It also gives students a very realistic picture of what it is like to do the payroll for a small business and it ties together everything learned in the payroll unit. The student also uses the adding machine or electric calculator, thereby giving better understanding of the importance of machine calculation in a business office.

NAME Mike Jordon

NO. 7 DATE 11/12/80 TO 11/18/80

JOB #	COST CENTER	HOURS R.	HOURS O.T.	REG. RATE $3.10	O.T. RATE $3.10	
112	1.25			1ST DAY	IN	7:00
					OUT	11:00
					IN	12:00
					OUT	4:00
112	1.25			2ND DAY	IN	7:00
					OUT	11:00
					IN	12:00
					OUT	4:00
112	1.25			3RD DAY	IN	7:00
					OUT	11:00
					IN	12:00
					OUT	4:00
112	1.25			4TH DAY	IN	7:30
					OUT	11:00
					IN	12:00
					OUT	4:00
112	1.25			5TH DAY	IN	8:00
					OUT	11:00
					IN	12:00
					OUT	4:00
112	1.25			6TH DAY	IN	7:00
					OUT	11:00
					IN	12:00
					OUT	3:00
				7TH DAY	IN	
					OUT	
					IN	
					OUT	
TOTAL HOURS					TOTAL HOURS	

PIECEWORK

DATE	JOB #	COST CENTER	UNITS	AMOUNT
11/12	112	1.25	24	
11/13	112	1.25	26	
11/14	112	1.25	29	
11/15	112	1.25	27	
11/16	112	1.25	30	
11/17	112	1.25	21	

TOTAL HOURS	x	MINIMUM WAGE	=	GUARANTEED WAGE	PIECEWORK WAGE
		3.10			

(PAY THE LARGEST AMOUNT)

NAME Joe Herrera

NO. 11 DATE 11/12/80 TO 11/18/80

JOB #	COST CENTER	HOURS R.	HOURS O.T.	REG. RATE $3.10 O.T. RATE $3.10		
112	1.25			1ST DAY	IN	6:00
					OUT	11:00
					IN	11:30
					OUT	5:00
112	1.25			2ND DAY	IN	6:00
					OUT	11:00
					IN	11:30
					OUT	5:00
112	1.25			3RD DAY	IN	6:00
					OUT	11:00
					IN	11:30
					OUT	5:00
112	1.25			4TH DAY	IN	6:00
					OUT	11:00
					IN	11:30
					OUT	5:00
112	1.25			5TH DAY	IN	6:00
					OUT	11:00
					IN	11:30
					OUT	5:00
112	1.25			6TH DAY	IN	6:00
					OUT	11:00
					IN	11:30
112	1.25				OUT	6:00
				7TH DAY	IN	6:00
					OUT	11:00
					IN	11:30
					OUT	[illegible]:00
TOTAL HOURS				TOTAL HOURS		

PIECEWORK

DATE	JOB #	COST CENTER	UNITS	AMOUNT
11/12	112	1.25	7	
11/13	112	1.25	6	
11/14	112	1.25	7	
11/15	112	1.25	4	
11/16	112	1.25	9	
11/17	112	1.25	8	
11/18	112	1.25	4	

TOTAL HOURS	X	MINIMUM WAGE	=	GUARANTEED WAGE	PIECEWORK WAGE
		3.10			

(PAY THE LARGEST AMOUNT)

NAME Juan Gaona

NO. 13 DATE 9/16/80 TO 9/22/80

JOB #	COST CENTER	HOURS R.	HOURS O.T.	REG. RATE $3.10	O.T. RATE $3.10	
107	7.00			1ST DAY	IN	5:00
					OUT	11:00
					IN	11:30
					OUT	5:00
107	7.00			2ND DAY	IN	5:00
					OUT	11:30
					IN	12:00
					OUT	5:00
107	7.00			3RD DAY	IN	5:00
					OUT	12:00
					IN	12:30
					OUT	5:00
107	7.00			4TH DAY	IN	5:00
					OUT	11:00
					IN	11:30
					OUT	5:00
107	7.00			5TH DAY	IN	5:00
					OUT	11:30
					IN	12:00
					OUT	5:00
107	7.00			6TH DAY	IN	5:00
					OUT	12:00
					IN	2:30
					OUT	5:00
				7TH DAY	IN	
					OUT	
					IN	
					OUT	
TOTAL HOURS				TOTAL HOURS		

PIECEWORK

DATE	JOB #	COST CENTER	UNITS	AMOUNT
9/16	107	7.00	9	
9/17	107	7.00	10	
9/18	107	7.00	9	
9/19	107	7.00	11	
9/20	107	7.00	8	
9/21	107	7.00	10	

TOTAL HOURS	X	MINIMUM WAGE	=	GUARANTEED WAGE	PIECEWORK WAGE
		3.10			

(PAY THE LARGEST AMOUNT)

NAME Hector Gomez

NO. 12 DATE 9/16/80 TO 9/22/80

JOB #	COST CENTER	HOURS R.	O.T.	REG. RATE $3.10 O.T. RATE $3.10		
107	7.00			1ST DAY	IN	5:00
					OUT	11:00
					IN	11:30
					OUT	5:00
107	7.00			2ND DAY	IN	5:00
					OUT	11:30
					IN	12:00
					OUT	5:00
107	7.00			3RD DAY	IN	5:00
					OUT	12:00
					IN	12:30
					OUT	5:00
107	7.00			4TH DAY	IN	5:00
					OUT	11:00
					IN	11:30
					OUT	5:00
107	7.00			5TH DAY	IN	5:00
					OUT	11:30
					IN	12:00
					OUT	5:00
107	7.00			6TH DAY	IN	5:00
					OUT	12:00
					IN	12:30
					OUT	5:00
107	7.00			7TH DAY	IN	6:00
					OUT	12:00
					IN	12:30
					OUT	5:00
TOTAL HOURS				TOTAL HOURS		

PIECEWORK

DATE	JOB #	COST CENTER	UNITS	AMOUNT
9/16	107	7.00	6	
9/17	107	7.00	8	
9/18	107	7.00	7	
9/19	107	7.00	8	
9/20	107	7.00	6	
9/21	107	7.00	9	
9/22	107	7.00	7	

TOTAL UNITS= ____

TOTAL HOURS	X	MINIMUM WAGE	=	GUARANTEED WAGE	PIECEWORK WAGE
		3.10			

(PAY THE LARGEST AMOUNT)

NAME Mike Jordon

NO. 7 DATE 5/6/80 TO 5/11/80

JOB #	COST CENTER	HOURS R.	HOURS O.T.	REG. RATE $3.10 O.T. RATE $3.10		
101	2.50			1ST DAY	IN	6:00
					OUT	11:00
					IN	11:30
					OUT	2:30
101	2.50			2ND DAY	IN	7:00
					OUT	12:00
					IN	1:00
					OUT	4:00
101	2.50			3RD DAY	IN	6:30
					OUT	11:00
					IN	11:30
					OUT	3:00
101	2.50			4TH DAY	IN	7:00
					OUT	12:00
					IN	12:30
					OUT	5:00
101	2.50			5TH DAY	IN	7:30
					OUT	11:30
					IN	12:00
					OUT	3:00
101	2.50			6TH DAY	IN	8:00
					OUT	12:00
					IN	12:30
					OUT	4:00
				7TH DAY	IN	
					OUT	
					IN	
					OUT	
TOTAL HOURS				TOTAL HOURS		

PIECEWORK

DATE	JOB #	COST CENTER	UNITS	AMOUNT
5/5	101	2.50	37	
5/6	101	2.50	42	
5/7	101	2.50	45	
5/8	101	2.50	57	
5/9	101	2.50	32	
5/10	101	2.50	40	

TOTAL HOURS	x MINIMUM WAGE	= GUARANTEED WAGE	PIECEWORK WAGE
	3.10		

(PAY THE LARGEST AMOUNT)

NAME Joe Herrera

NO. 11 DATE 5/5/80 TO 5/11/80

JOB #	COST CENTER	HOURS R.	HOURS O.T.	REG. RATE $3.10 O.T. RATE $3.10		
101	2.50			1ST DAY	IN	6:00
					OUT	11:00
					IN	11:30
					OUT	5:00
101	2.50			2ND DAY	IN	6:00
					OUT	12:00
					IN	12:30
					OUT	4:00
101	2.50			3RD DAY	IN	5:30
					OUT	11:00
					IN	11:30
					OUT	5:00
101				4TH DAY	IN	6:00
					OUT	12:00
					IN	12:30
					OUT	4:30
101	2.50			5TH DAY	IN	6:00
					OUT	11:00
					IN	11:30
					OUT	5:00
101	2.50			6TH DAY	IN	6:00
					OUT	11:00
					IN	11:30
					OUT	5:00
101	2.50			7TH DAY	IN	6:00
					OUT	11:00
					IN	12:00
					OUT	3:00
TOTAL HOURS				TOTAL HOURS		

PIECEWORK

DATE	JOB #	COST CENTER	UNITS	AMOUNT
5/5	101	2.50	35	
5/6	101	2.50	43	
5/7	101	2.50	39	
5/8	101	2.50	37	
5/9	101	2.50	40	
5/10	101	2.50	37	
5/11	101	2.50	41	

TOTAL HOURS	x	MINIMUM WAGE	=	GUARANTEED WAGE	PIECEWORK WAGE
		3.10			

(PAY THE LARGEST AMOUNT)

STUDENT'S NAME - DATE

ANSWER KEY - TIME CARD WORKSHEETS

Mike Jordon (11/12 - 18/80)

1) Hours: R-8, R-8, R-8, R-7½, R-7, R-7
Total Hours: 45½ X $3.10 = $141.05

2) (Piecework) Total Units: 157 X $1.25
(Cost Center) = $196.25 (Piecework Wage)
Larger Amount = $196.25

Joe Herrera (11/12 - 18/80)

1) Hours: R-8, O.T.- 2½, R-8, O.T. - 2½, R-8, O.T. - 2½, R-8, O.T. - 2½,
R-8, O.T. - 2½, R-8, O.T. - 3½, R-8, O.T. 1½

2) (Piecework) Total Units: 45 X $1.25
(Cost Center) = $56.25 (Piecework Wage)
Larger Amount = $227.85

Juan Gaona (9/16 - 22/80)

1) Hours: R-8, O.T.-3½, R-8, O.T.-3½, R-8, O.T.-3½, R-8, O.T.-3½, R-8,
O.T.-3½, R-8, O.T. 3½,

2) (Piecework) Total Units: 57 X $7.00
(Cost Center) = $399.00 (Piecework Wage)
Larger Amount = $399.00

Hector Gomez (9/16 - 22/80)

1) Hours: R-8, O.T.-3½, R-8, O.T.-3½, R-8, O.T.-3½, R-8, O.T.-3½, R-8,
O.T.-3½, R-8, O.T.-3½, R-8, O.T.-2½

2) (Piecework) Total Units: 51 X $7.00
(Cost Center) = $357.00 (Piecework Wage)
Larger Amount = $357.00

Mike Jordon (5/5 - 11/80)

1) Hours: R-8, R-8, R-8, R-8, O.T.-1½, R-7, R-7½

2) (Piecework) Total Units: 253 X $2.50
(Cost Center) = $632.50 (Piecework Wage)
Larger Amount = $632.50

Joe Herrera (5/5 -11/80)

1) Hours: R-8, O.T.-2½, R-8, O.T.-1½, R-8, O.T.-3, R-8, O.T.-2, R-8,
O.T.-2½, R-8, O.T.-2½, R-8

2) (Piecework) Total Units: 272 X $2.50
(Cost Center) = $680.00 (Piecework Wage)
Larger Amount = $680.00

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 29

1) **LESSON TOPICS:**

ESL

Payroll Records Test and Bank Reconciliation/Deposits

VOC

Payroll Records Test and Bank Reconciliation/Deposits

2) **BEHAVIORAL OBJECTIVES:**

ESL

--To score 70% or higher on payroll records test covering words in payroll handouts.

VOC

Beginning and Advanced:
--To successfully complete the reconciliation and deposit worksheets.
Advanced:
--To score 70% or higher on a multiple-choice payroll test.

3) **LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)**

ESL

Explain the directions for advanced students to follow in taking test. For beginning and advanced students, write new words relating to bank reconciliation and deposits on the board. Identify various banking forms by going through handout.

(OBJECTIVES, continued) **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 29

VOC

Beginning and Advanced:

Day 1:
1. Lecture on bank reconciliation. Use summary and handout.
2. Give assignment on bank reconciliation worksheet.

Advanced:
1. Administer make-up test on petty cash, scheduled before class.
2. Review and check pegboard payroll simulation.
3. Administer test on payroll. Answer questions, after the test. Beginning students can be quizzed orally, using very basic vocabulary to ask some questions.

Beginning and Advanced:

Day 2:
1. Review and check the bank reconciliation worksheet.
2. Lecture and give handout on bank deposits.
3. Give assignment on deposit worksheet.

4) NEW VOCABULARY:

See handouts

5) MATERIALS NEEDED:

Payroll records test, banking reconciliation/statement/deposit slip handouts

6) LESSON EVALUATION:

The students had difficulty on both the petty cash and payroll tests. More time should be allowed to cover each unit.

NAME ______________________________

TEST

PAYROLL RECORDS

VOCABULARY

Possible Points - 20 Passing - 14 Your Score - ____

Match the definition to the word by placing the letter of the definition by the word it goes with.

_____ 1. Pay Period

_____ 2. Payroll

_____ 3. Payroll Taxes

_____ 4. Exemption

_____ 5. W-4 Form

_____ 6. Federal Income Tax

_____ 7. F.I.C.A.

_____ 8. State Income Tax

_____ 9. Social Security Card

_____ 10. Time Card

_____ 11. FICA

_____ 12. Payroll Register

_____ 13. Deductions

_____ 14. Overtime

_____ 15. Employee's Earnings Record

_____ 16. Payroll Check

_____ 17. Pegboard

_____ 18. Piece-work

_____ 19. Regular Hours

_____ 20. Minimum Wage

a. A payroll tax that is paid to the U.S. Government.

b. The period of time for which you are paid.

c. A number given to every employee by the U.S. Government.

d. Money that is witheld from a payroll check.

e. Paying by the amount of work done rather than by the hour.

f. A list of employees and their pay.

g. Any hours over 8 hours a day or 40 hours a week.

h. A quarterly record of each employees earnings.

i. A deduction from the amount of income tax the employee must pay is allowed for each one.

j. A payroll tax that is paid to the state government.

k. A special check used to pay employees.

l. 8 hours a day, 40 hours a week or less.

m. Taxes that are witheld from payroll checks.

n. State Disability Insurance, insurance for employees who are unable to work because of illness or injury.

o. A special board used to write the payroll check, payroll register and employee's earnings record all at one time.

p. A form that tells the employer an employee's marital status and number of exemptions.

q. The smallest hourly wage allowed by law.

(definitions continued on next page)

q. Federal Insurance Contributions Act, commonly known as "social security".

r. A record showing the number of hours worked during a pay period.

s. A business form showing the entire payroll for a pay period.

MULTIPLE CHOICE

Possible Points - 10 Passing - 7 Your Score - ____

Circle the letter of the answer that best answers the question.

1. Most farmers pay -

   a. more for overtime hours.
   b. less for overtime hours.
   c. the same wage for overtime hours.

2. The law requires employers to keep payroll records-

   a. as long as the employee is still working there.
   b. for at least 10 years.
   c. for at least 4 years.

3. If the employer pays on a piece-work basis-

   a. the piece-work salary must be equal to or more than the minimum hourly wage.
   b. the employer doesn't have to keep a record of the number of hours worked.
   c. the employee is paid the minimum hourly wage.

4. Minimum hourly wage (at this time) is-

   a. $3.00 an hour.
   b. $3.10 an hour.
   c. $3.20 an hour.

5. The payroll register is used to-

   a. fill out the time cards.
   b. fill out the payroll checks.
   c. fill out the W-4 forms.

6. Income Tax is figured by-

   a. referring to an income tax table.
   b. multiplying the total earnings times .0613 (6.13%).
   c. multiplying the total earnings times .01 (1%).

7. F.I.C.A. Tax is figured by referring to a chart or-

   a. multiplying the total earnings times .01 (1%).
   b. multiplying the total earnings times .0613 (6.13%).
   c. multiplying the net earnings times .0613 (6.13%).

8. S.D.I. Tax is figured by referring to a chart or-

   a. multiplying the total earnings times 6.013 (6.13%).
   b. multiplying the total earnings times .0613 (6.13%).
   c. multiplying the total earnings times .01 (1%).

9. Farmers are required by law to withold the following taxes from their employees pay checks-

   a. state and federal income tax, S.D.I., and F.I.C.A.
   b. S.D.I. and F.I.C.A.
   c. state and federal income tax.

10. An Employee's Earnings Record-

   a. has all employee's and their pay on it for each pay period.
   b. is kept for each employee for each quarter of the year.
   c. is used to write the payroll checks.

ANSWER KEY TO PAYROLL RECORDS TEST

Vocabulary	Multiple Choice
1. b	1. c
2. f	2. c
3. d	3. a
4. m	4. b
5. p	5. b
6. a	6. a
7. r	7. b
8. j	8. c
9. c	9. b
10. s	10. b
11. r	
12. t	
13. i	
14. g	
15. h	
16. k	
17. o	
18. e	
19. l	
20. q	

BANKING

Reconciliation of a bank statement

1. Record the ending bank balance on the line that reads "Bank balance, June 30".

   (Escriba la balanza terminando en la linea que dice "Bank balance, June 30" -Balanza del banco hasta el dia 30 de Junio.)

2. Make a check mark by each check on the check record that is listed under "checks" on the bank statement.

   (Escriba un equis en los cheques que estan recordado en el recuerdo de cheque que estan escrito en la cuenta y razon de banco tambien.)

3. The checks that do not appear on the bank statement are "outstanding". This means that the bank hadn't received those checks at the time the bank statement was printed. List these check numbers and amounts under "Less checks outstanding".

   (Los cheques que no estan escrito en la razon del banco son "outstanding" Este quiere decir que el banco no los habia recibido los cheques antes de la razon del banco fue mandado. Escriba los numeros de los cheques y la cantidad en la linea "Total checks outstanding" - total de cheques pendientes por pagar.)

4. Add the amounts of all the checks outstanding and write the amount by "Total checks outstanding".

   (Sume las cantidades de los cheques "outstanding" y escriba el total en la linea "total checks outstanding" - total de cheques pendientes por pager.)

5. Make a check mark by each deposit on the check record that also appears on the bank statement.

   (Escriba un equis en cada deposito en el recuerdo de cheques que estan escrito en la cuenta y razon del banco tambien.)

6. Any deposits that do not appear on the bank statement are "outstanding" and were not recorded when the bank statement was written. Record these deposits under "Plus deposits outstanding".

   (Los depositos que no estan escrito en el razon del banco son "outstanding" y no fueron recordo cuando el razon del banco fue escrito. Escriba estos depositos en la linea "Plus deposits outstanding" - mas los depositos outstanding.)

7. Add the amounts of the deposits outstanding and record by "Total deposits outstanding".

   (Sume las cantidades de depositos pendientes por parar y escriba el total en la linea "Total deposits outstanding" -total depositos pendientes por pagor.)

8. Subtract the "Total checks outstanding" from the "Bank balance, June 30". Record the difference next to "Bank balance less checks outstanding".

   (Subtraiga el total de cheques de la balanza del banco. Escriba la diferencia en la linea "Bank balance less checks outstanding" - la balanza del banco menos los cheques pendientes por pager.)

9. Add the "Total deposits outstanding" to the "Bank balance less checks outstanding". Record the total next to "ADJUSTED BANK BALANCE".

(Sume el total de depositos pendientes por pagar y la balanza del banco menos los cheques pendientes por pagar. Excriba el total en la linea "Adjusted bank balance."

10. From the check record, write the ending checkbook balance next to "Checkbook balance before service charge".

(De el recuerdo del cheque, escriba la balanza terminanco del libro de cheques en la linea "Checkbook balance before service charga" - la balanza del libro de cheques antes de pagar la cuenta de servicio.)

11. From the Bank Statement, write the monthly service charge (listed under checks and followed by the initials "sc") next to "Less service charge".

(De la cuenta y razon ed banco, escriba la cuenta del servicio por mes en la linea "less service charge" - menos la cuenta de servicio.)

12. Subtract the service charge from the checkbook balance and write the difference next to "CORRECT CHECKBOOK BALANCE".

(Subtraga la cuenta de servicio de la balanza del libro de cheques y escriba la diferencia en la linea "la balanza de libro de cheques".)

13. Your Adjusted bank balance and your correct checkbook balance should equal. If they do not-recheck your math on the bank reconciliation. If that is correct then recheck your math in your checkbook. If you cannot find the error in your checkbook, the bank may have made an error so you will need to check with them.

(La balanza en el libro de cheques y la balanza del libro de cheque ajestados deben ser equales. Si no, cheque el libro de cheques y el reconciliacion de cuenta para errores.)

Bank Statement

ACCOUNT NUMBER
512-05371

CITIZENS NATIONAL BANK

Syracuse, New York

Fuel Oil Products Co.
Syracuse, New York

Checks				Deposits	The last amount in this column is your balance		
				Balance Forward	June	1	932.15
4.24	4.31	10.23	166.81			3	746.56
16.10				401.68		4	1,322.14
204.68						6	927.46
15.31	4.06					7	908.09
18.30	22.54	.52	16.77	664.00		11	1,513.96
346.06	18.93	281.69				14	867.28
2.85	8.50	5.00				15	850.93
105.25	65.00					17	680.68
191.84	84.56	2.04		593.45		18	995.69
254.68	27.13	19.00				20	694.88
125.00	50.00			432.18		22	952.06
				187.67		25	1,139.73
6.60	8.14	14.67	101.47			27	1,008.85
11.12						28	997.73
219.00	46.81	1.50 SC				29	730.42

Report errors before tenth day of following month. Vouchers returned 35

Reconciliation of Bank Account

Bank balance, June 30 . . . . $ ____________

Less checks outstanding:

No. ______ $ ____________
No. ______ $ ____________
No. ______ $ ____________
No. ______ $ ____________

Total checks outstanding ____________

Bank balance less checks outstanding . . ____________

Plus deposits outstanding:

Date ______ $ ______
Date ______ $ ______
Date ______ $ ______

Total deposits outstanding . . . . + ____________

ADJUSTED BANK BALANCE . . . . ____________

Checkbook balance before subtracting the service charge . . . . . . $ ____________

Less service charge . . . . ____________

CORRECT CHECKBOOK BALANCE . . ____________

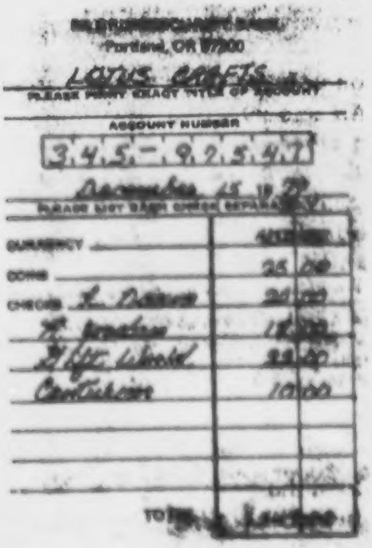
Check Record

Date	Deposit	Check No.	Check Amount	Balance
	✓		✓	
June 1				932.15
1		146	16.10	916.05
2		147	4.31	911.74
2		148	4.24	907.50
2		149	10.23	897.27
3		150	166.81	730.46
4	401.68			1,132.14
6		151	204.68	927.46
6		152	15.31	912.15
6		153	4.06	908.09
7		154	.52	907.57
9		155	18.93	888.64
9		156	16.77	871.87
9		157	22.54	849.33
9		158	18.30	831.03
11	664.00			1,495.03
13		159	281.69	1,213.34
13		160	346.06	867.28
14		161	2.85	864.43
14		162	46.81	817.62
14		163	5.00	812.62
15		164	8.50	804.12
16		165	105.25	698.87
17		166	65.00	633.87
18		167	191.84	442.03
18		168	84.56	357.47
18		169	2.04	355.43
18		170	254.68	100.75
18	593.45			694.20
20		171	27.13	667.07
20		172	19.00	648.07
20		173	118.34	529.73
21		174	125.00	404.73
22		175	50.00	354.73
22	432.18			786.91
23		176	6.60	780.31
25		177	8.14	772.17
25	187.67			959.84
27		178	14.67	945.17
27		179	178.34	766.83
27		180	101.47	665.36
28		181	11.12	654.24
29		182	219.00	435.24
29		183	1.92	433.32
29	251.17	184	10.13	674.36

Sample

The deposit slip

The business form provided by the bank on which a depositor lists all cash and checks to be deposited is called a deposit slip. The deposit slip is sometimes known as a deposit ticket. Two forms of deposit slips are shown below.



[illegible]
Portland, OR 97200

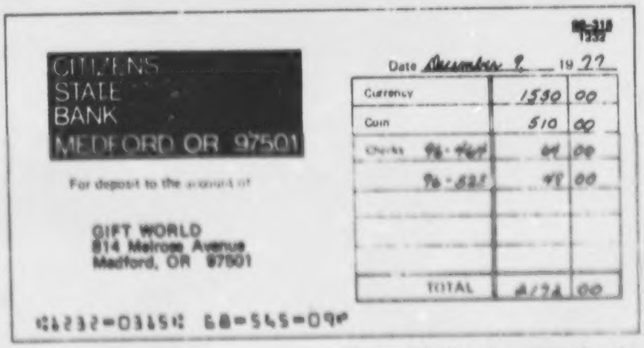
LOTUS CRAFTS
PLEASE PRINT EXACT TITLE OF ACCOUNT

ACCOUNT NUMBER
345-92547

December 15 19 77
PLEASE LIST EACH CHECK SEPARATELY

CURRENCY	[illegible]	[illegible]
COINS	25	00
CHECKS [illegible]	20	00
[illegible]	15	00
Gift World	22	00
[illegible]	10	00
TOTAL	[illegible]	

Deposit slip showing checks identified by person from whom received



CITIZENS
STATE
BANK
MEDFORD OR 97501

For deposit to the account of

GIFT WORLD
814 Melrose Avenue
Medford, OR 97501

Date December 9 19 77

Currency	1550	00
Coin	510	00
Checks 96-464	64	00
96-523	48	00
TOTAL	2172	00

⑆1232-0315⑆ 68-545-09⑈

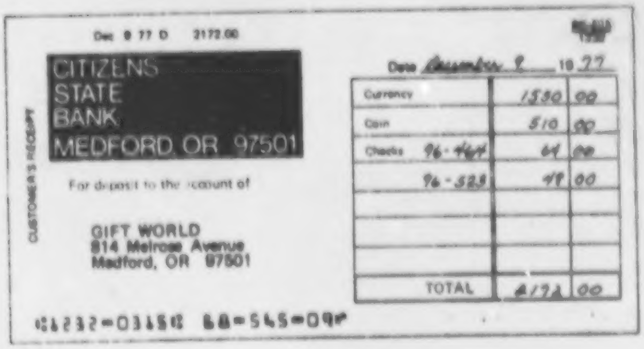
Deposit slip showing checks identified by ABA numbers

Checks may be listed on a deposit slip (1) by the number of the bank on which the check is drawn, or (2) by the name of the person or business from whom each check was received. A depositor should ask the bank which method is preferred for preparing a deposit slip.

The deposit slip used by a specific bank may differ from the ones shown on page 222. Each bank designs its own form of deposit slip to fit the recording machines the bank uses.

The bank returns a receipt to the depositor showing the amount of the deposit. The receipt may be a carbon copy of the original deposit slip with the amount imprinted, a stub of the deposit slip with the amount imprinted, or a specially prepared receipt. A few banks prepare the deposit receipt by hand.

The Citizens State Bank uses equipment that prints along the top of the deposit slip: the date of the deposit, the identification of the teller, and the amount of the deposit. A carbon copy of the deposit slip with the amount imprinted is returned to the depositor for a personal record. A receipt for a deposit made by Gift World on December 9, 1977, is at the left.



Dec 9 77 D 2172.00

CUSTOMER'S RECEIPT

CITIZENS
STATE
BANK
MEDFORD OR 97501

For deposit to the account of

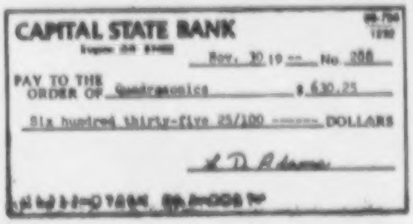
GIFT WORLD
814 Melrose Avenue
Medford, OR 97501

Date December 9 19 77

Currency	1550	00
Coin	510	00
Checks 96-464	64	00
96-523	48	00
TOTAL	2172	00

⑆1232-0315⑆ 68-545-09⑈

Receipt for bank deposit



CAPITAL STATE BANK
[illegible]

Nov. 30 19 -- No 208

PAY TO THE ORDER OF Quadrasonics $ 630.25

Six hundred thirty-five 25/100 ------ DOLLARS

L. D. Adams

-------Bank Number

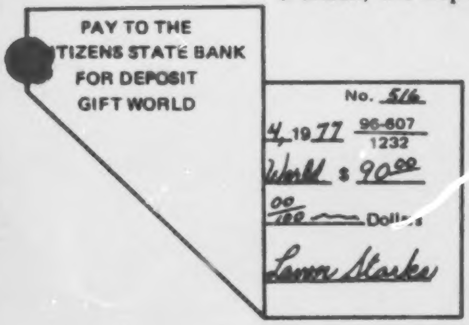
339

Endorsing checks

The signature or stamp of the depositor on the back of a check authorizing transfer of ownership is called an endorsement. When depositing a check, the depositor endorses the check. An endorsement is placed on a check as shown at the left. The name is written exactly as it appears on the face of the check.

When a check is deposited, the ownership is transferred to the bank which in turn credits the amount to the depositor's account. By endorsing a check, the depositor guarantees its payment. If the bank does not receive payment for the check, the endorser must then pay the amount of the check to the bank.

The endorsement of a business is often stamped on the checks. This procedure takes less time than writing each endorsement.



PAY TO THE
ITIZENS STATE BANK
FOR DEPOSIT
GIFT WORLD

No. 516
4, 19 77 96-607/1232
World $ 90.00
00/100 Dollars

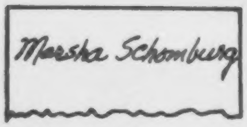
Stamped endorsement

The same rules and procedures apply to endorsing checks for deposit to a personal account as apply to endorsing checks for deposit to a business account.

Kinds of endorsements

Different kinds of endorsements serve different purposes. There are four principal forms of endorsements.

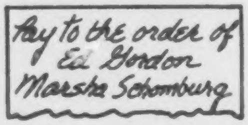
Blank endorsement. An endorsement that consists only of the name of the endorser is called a blank endorsement. A lost or stolen check with a blank endorsement can be cashed by the finder or a thief. Therefore, this endorsement should not be placed on a check until the depositor is at the bank to make the deposit or to cash the check.



Marsha Schomburg

Blank endorsement

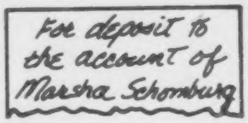
Special endorsement. An endorsement that states to whom the check is to be paid followed by the name of the endorser is called a special endorsement. A special endorsement is also known as an endorsement in full. This endorsement permits the check to be cashed or transferred only on the order of the person or business named in the endorsement.



Pay to the order of
Ed Gordon
Marsha Schomburg

Special endorsement

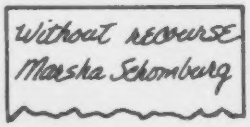
Restrictive endorsement. An endorsement that restricts further transfers of the check is called a restrictive endorsement. Restrictive endorsements are often used when checks are prepared for deposit.



For deposit to
the account of
Marsha Schomburg

Restrictive endorsement

Qualified endorsement. An endorsement in which the endorser does not accept any responsibility for payment on the check is called a qualified endorsement. If a person or business accepts a check with a qualified endorsement and the bank refuses to cash the check, the owner cannot claim payment from the endorser. However, the owner can claim payment from the original signer of the check.

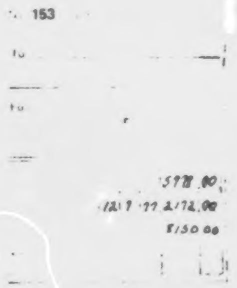


Without recourse
Marsha Schomburg

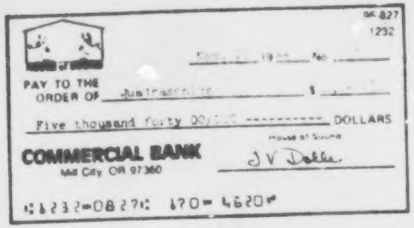
Qualified endorsement

Recording deposits in the checkbook

When a deposit is made, it is recorded on the next unused check stub. The December 9 deposit of Gift World is shown at the right.



A deposit recorded on a check stub


96-827
1232

No

PAY TO THE ORDER OF Quadrasonics $

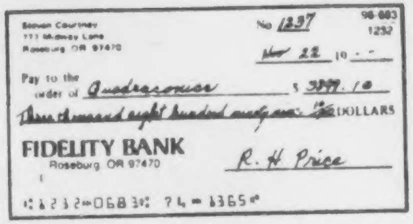
Five thousand forty 00/100 ---------- DOLLARS

House of Sound

COMMERCIAL BANK
Mill City OR 97360

J V Dalle

⑆1232⑈0827⑆ 170⑈4620⑈


Steven Courtney
777 Midway Lane
Roseburg OR 97470

No 1237

96-683
1232

Nov 22 19--

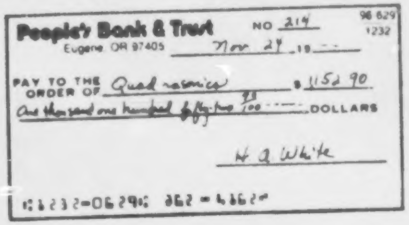
Pay to the order of Quadrasonics $ 3899.10

Three thousand eight hundred ninety-nine 10/100 DOLLARS

FIDELITY BANK
Roseburg OR 97470

R. H. Price

⑆1232⑈0683⑆ 74⑈1365⑈


People's Bank & Trust
Eugene OR 97405

NO 214

96-629
1232

Nov 29 19--

PAY TO THE ORDER OF Quadrasonics $ 1152.90

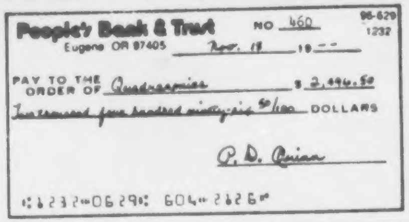
One thousand one hundred fifty-two 90/100 ------ DOLLARS

H. A. White

⑆1232⑈0629⑆ 362⑈4462⑈

Make out a deposit slip for these checks and the following cash:

Currency - $342.79
Coin - $7.42


People's Bank & Trust
Eugene OR 97405

NO 460

96-629
1232

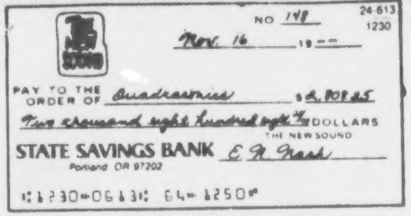
Nov. 19 19--

PAY TO THE ORDER OF Quadrasonics $ 2,496.50

Two thousand four hundred ninety-six 50/100 DOLLARS

P. D. Quinn

⑆1232⑈0629⑆ 604⑈2126⑈


NO 148

24-613
1230

Nov. 16 19--

PAY TO THE ORDER OF Quadrasonics $ 2,808.25

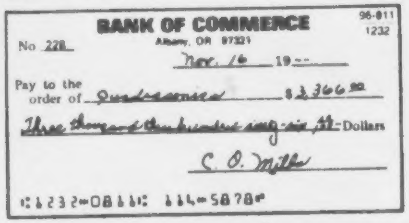
Two thousand eight hundred eight 25/100 DOLLARS

THE NEW SOUND

STATE SAVINGS BANK
Portland OR 97202

E. R. Nash

⑆1230⑈0613⑆ 64⑈1250⑈


BANK OF COMMERCE
Albany, OR 97321

96-811
1232

No 228

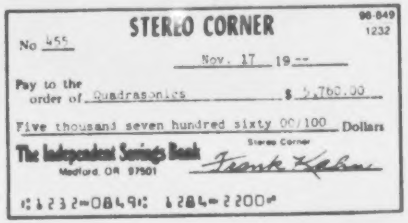
Nov. 16 19--

Pay to the order of Quadrasonics $ 3,366.92

Three thousand three hundred sixty-six 92/100 Dollars

C. O. Mills

⑆1232⑈0811⑆ 114⑈5878⑈


STEREO CORNER

96-849
1232

No 455

Nov. 17 19--

Pay to the order of Quadrasonics $ 5,760.00

Five thousand seven hundred sixty 00/100 Dollars

Stereo Corner

The Independent Savings Bank
Medford OR 97501

Frank Kahn

⑆1232⑈0849⑆ 1284⑈2200⑈

Make out a deposit slip for the checks above.

The Progressive Bank

96-866
1232

Form 60
9816

Please print exact title of account.

DATE 19

CASH	dollars	cents
CURRENCY		
COIN		
CHECKS LIST BY BANK NUMBER		
TOTAL		

⑆1232⑈0866⑆ 216⑈4405⑈

371

NAME

CLASS

The Progressive Bank

96-866
1232

Form 74
9816

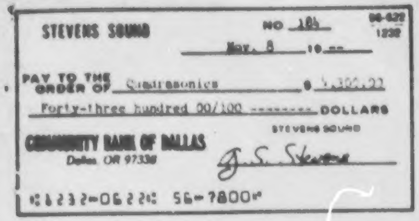
Please print exact title of account.

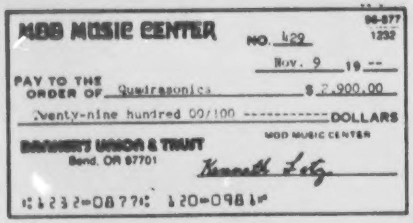
DATE 19

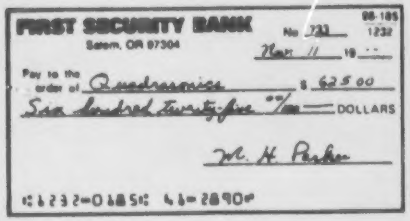
CASH	dollars	cents
CURRENCY		
COIN		
CHECKS LIST BY BANK NUMBER		
TOTAL		

⑆1232⑈0866⑆ 216⑈4405⑈

372


STEVENS SOUND NO 184 96-622/1232
Nov. 8 19--
PAY TO THE ORDER OF Quadrasonics $ 4,300.00
Forty-three hundred 00/100 -------- DOLLARS
STEVENS SOUND
COMMUNITY BANK OF DALLAS
Dallas, OR 97338
J. S. Stevens
⑆1232⑉0622⑆ 56⑉7800⑈


MOD MUSIC CENTER NO. 429 96-877/1232
Nov. 9 19--
PAY TO THE ORDER OF Quadrasonics $ 2,900.00
Twenty-nine hundred 00/100 ------------ DOLLARS
MOD MUSIC CENTER
BANKERS UNION & TRUST
Bend, OR 97701
Kenneth Lotz
⑆1232⑉0877⑆ 120⑉0981⑈


FIRST SECURITY BANK No 731 96-185/1232
Salem, OR 97304
Nov 11 19--
Pay to the order of Quadrasonics $ 625.00
Six hundred twenty-five 00/100 —— DOLLARS
M. H. Parker
⑆1232⑉0185⑆ 41⑉2890⑈

Make out a deposit slip for these checks and the following cash:

Currency - $125.25
Coin - $3.72

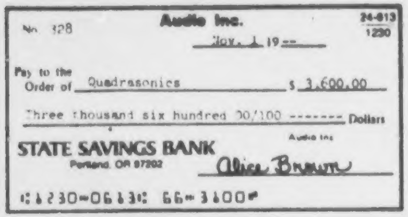
The Progressive Bank 96-866/1232 Form 60 8816

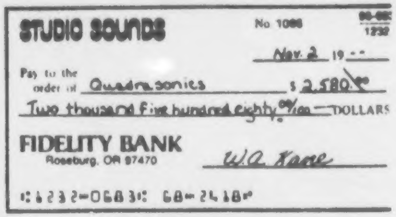
Please print exact title of account.

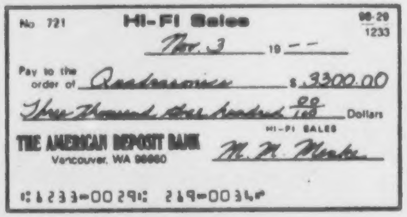
DATE 19

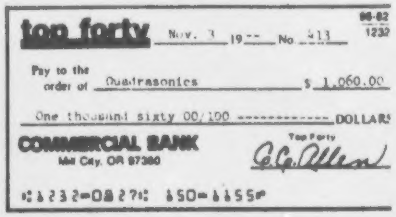
CASH	dollars	cents
CURRENCY		
COIN		
CHECKS LIST BY BANK NUMBER		
TOTAL		

⑆1232⑉0866⑆ 216⑉4405⑈


No. 328 **Audio Inc.** 24-613/1230
Nov. 1 19--
Pay to the Order of Quadrasonics $ 3,600.00
Three thousand six hundred 00/100 ------- Dollars
Audio Inc
STATE SAVINGS BANK
Portland, OR 97202
Alice Brown
⑆1230⑉0613⑆ 66⑉3100⑈


STUDIO SOUNDS No 1086 96-683/1232
Nov. 2 19--
Pay to the order of Quadrasonics $ 2,580.00
Two thousand five hundred eighty 00/100 — DOLLARS
FIDELITY BANK
Roseburg, OR 97470
W.A. Kane
⑆1232⑉0683⑆ 68⑉2418⑈


No 721 **HI-FI Sales** 96-29/1233
Nov. 3 19--
Pay to the order of Quadrasonics $ 3300.00
Three thousand three hundred 00/100 Dollars
HI-FI SALES
THE AMERICAN DEPOSIT BANK
Vancouver, WA 98660
M. M. Menke
⑆1233⑉0029⑆ 219⑉0034⑈


top forty Nov. 3 19-- No 413 96-82/1232
Pay to the order of Quadrasonics $ 1,060.00
One thousand sixty 00/100 ------------ DOLLARS
Top Forty
COMMERCIAL BANK
Mill City, OR 97360
G.G. Allen
⑆1232⑉0827⑆ 150⑉1155⑈

Make out a deposit slip for the checks above.

The Progressive Bank 96-866/1232 Form 74 8816

Please print exact title of account.

DATE 19

CASH	dollars	cents
CURRENCY		
COIN		
CHECKS LIST BY BANK NUMBER		
TOTAL		

⑆1232⑉0866⑆ 216⑉4405⑈

VESL LESSON PLAN **CLASS** ESL/AG Secretary-Bookkeeper **WEEK #** 30

1) LESSON TOPICS:

ESL

Vocabulary of: 1) Reconciliation/Deposits (Review) 2) Job Preparation (Resume, Grooming, Office Dress, Application and Interview)

VOC

Banking Test (Reconciliation and Deposits); Procedures for Job Preparation (see ESL above) and Typewriter Care

2) BEHAVIORAL OBJECTIVES:

ESL

Beginning and Advanced:

--To correctly use new vocabulary words; to identify articles of office apparel.

--To demonstrate an understanding of banking-related vocabulary by correctly matching 70% of terms with definitions.

VOC

Beginning and Advanced:

--To complete the resume worksheet.

--To recognize proper color and style coordination of office apparel, based upon personal taste, physical characteristics and work functions.

--To demonstrate care and cleaning of a typewriter and changing of a ribbon.

--To demonstrate an understanding of reconciliation and deposits by passing the test with a score of 70% or higher.

3) LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)

ESL

Beginning and Advanced:

Day 1:

1. Review with the students vocabulary of reconciliation and deposits. Demonstrate question-answer method to students, then have students practice by each writing questions related to the topic then taking turns in class to ask students selected at random to answer. If the correct answer is given, the student responding can then ask questions of other students, until a student gives correct answer. At that time, the student responding can start asking questions. This game could be played until only one person remains having answered all questions correctly...the winner.
2. Remind the advanced students to prepare for Day 2's test.
3. Introduce new job preparation vocabulary concerning the resume, grooming, office apparel and work behavior. Refer to words on Employee Evaluation Check list and introduce its major words.

Day 2

1. Show pictures to illustrate and identify articles of clothing (blouse, skirt, slacks, shirt, jacket, etc.).
2. Give, related reading assignment to advanced students, while covering major points with beginning students. Answer questions of all students, helping advanced students with reading difficulties.

Advanced:

1. Test the knowledge of students' vocabulary concerning reconciliation and deposits.

(OBJECTIVES, continued) CLASS ESL/AG Secretary-Bookkeeper WEEK # 30

VOC

Beginning and Advanced:

Day 1:
1. Review reconciliations and deposits.
2. Assign students to do resume worksheet. (Advanced students can work on this at home). Check their work. Once approved, have students type resumes.
3. Assign homework for students to fill out a job application.
4. Prepare them for Day 2's banking test by explaining multiple-choice method and types of questions asked.

Day 2 Advanced:
1. Administer test on banking)reconciliation and deposits).

Beginning and Advanced:
1. Referring to Morrison's Making the Most of Yourself (McGraw Hill, 1969), present the basic guidelines of office dress/grooming and related vocabulary introduced by ESL teacher. Illustrate the proper combinations/coordinates, exemplified by students dressed suitably for work.
2. Have students type job application from worksheet. Check.
3. Review typewriter care. Demonstrate, then have students clean then remove and re-insert typewriter ribbons.

4) NEW VOCABULARY:

See handouts; also, suit, blouse, skirt, shirt, jacket, etc.

5) MATERIALS NEEDED:
Resume worksheet, handout on office grooming, appearance and behavior, typewriters, items for cleaning typewriters and typewriter ribbons (as needed for replacements), and "Employee Evaluation Checklist"

6) LESSON EVALUATION:

376

RESUME WORKSHEET

Name ______________________________

first middle initial last

Mailing address ______________________________

Phone Number (209) ____________________

Career Objective (what kind of position are you looking for?)

____

____

Personal Data

Age ____________________ Birth date (optional) __________

Height (optional) __________ Weight (optional) __________

Health ____________________ Marital Status (optional) ______

Bilingual in English and ______________________________

Education

College ______________________________

Date of graduation or leaving ____________________

Degree or course of study ______________________________

High School ______________________________

Date of Graduation or leaving ____________________

Course of study ______________________________

Business Courses Taken

School	Date	Course

Work Experience

(most recent first)

Employer's Name ____
Address ____
Phone Number ____________________ Date: from __________ to __________
Your Position ____________________ (year and month)
Duties ____
____
____

Employer's Name ____
Address ____
Phone Number ____________________ Date: from __________ to __________
Your Position ____________________
Duties ____
____
____

Employer's Name ____
Address ____
Phone Number ____________________ Date: from __________ to __________
Your Position ____________________
Duties ____
____
____

Business Skills

____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

References (2 or 3 - former employers, teachers, pastors, business aquaintences, ect.)

Name
Position
Address
Phone Number

Name
Position
Address
Phone Number

Name
Position
Address
Phone Number

Other information related to your field of work

(Related hobbies, groups you belong to, experiences, special interests, ect.)

(line 6)

RESUME

DENISE B. MATTHEW

381 Hawkeye C7
Turlock, CA 95316

(L. margin - 10) (209) 634-2029 (R. margin - 90)

(T.S.)

CAREER OBJECTIVE

(indent 5) An entry level office position with the opportunity to advance and to improve my skills.

(T.S.)

PERSONAL DATA

(indent 5)
Age - 23
Birth date - 9/16/56
Height - 5'2"
Weight - 110

Health - excellent
Marital status - single
Bilingual - English and Spanish

(T.S.)

EDUCATION

(indent 5)
Modesto Junior college
Associate of Arts - General Education, 1977

Hughson Hughson High School
Graduated 1974 Major - Business

(T.S.)

BUSINESS COURSES

(indent 5) Introductory Agricultural Office Skills - Ceres Unified School District, Adult Education

Beginning Typing - Modesto Junior College

Beginning Shorthand - Modesto Junior College

Beginning Office Machines - Modesto Junior College

(T.S.)

WORK EXPERIENCE

4/79 - present Dunlap's Department Stores
P.O. Box 891, Modesto, CA 95350 (209) 527-8299

(indent 20)

Position - Sales Clerk

Duties - To sale and ring up merchandise, maintain the department and set up displays.

(L. Magin - 10) (R. Margin - 90)

11/78 - 4/79 Johnson Manufacturing Incorporated
381 Stanislaus Drive, Modesto, CA 95351 (209) 523-7781

(indent 20) Position - Assembly Line Worker

Duties - To assemble various plastic products.

(T.S.)

6/78 - 9/78 Jordon Farms
9811 Service Road, Denair, CA 95316 (209) 883-2017

(indent 20) Position - Peach Grader

Duties - To remove spoiled, scarred, and undersized fruit from a conveyor belt.

(T.S.)

BUSINESS SKILLS

(indent 5)

Typing - 45 words a minute
Record keeping (entry level)
Adding Maching operation
Electric Calculator operation
Cash Register operation
Payroll (entry level)
Shorthand
Reception
Banking
Bilingual in English and Spanish

(T.S.)

HOBBIES

(indent 5)

Reading
Gourmet Cooking
Sewing
Needle Work
Water Skiing
Alpine Skiing
Tropical Fish
Gardening

(T.S.)

REFERENCES

(INDENT 5) Myra Kitchen - Teachers Aide, Ceres Adult Education

4415 Geer Road, Hughson, CA 95326 (209) 883-2198

(T.S.)

John Jordon - Farmer, former employer

(INDENT 5) 9811 Service Road, Denair, CA 95316 (209) 883-2017

(T.S.)

Janell Howard - Business Teacher, Modesto Junior College

(INDENT 5)

P.O. Box 34], Modesto, CA 95352 (209) 555-1213

Date:______________________________

Employee/Student:

____

Job Title __________________________

EMPLOYEE EVALUATION CHECKLIST
"Personal Qualities"

Directions:
Rate the following in terms of their relationship to work. Scale: "3" - high rating, "2" - average/OK, and "1" - low rating. Score:____.

Dependability

_____Punctuality

_____Persistence

_____Loyalty

_____Ambition

Mental Alertness

_____Judgment

_____Oral or Written Instructions

_____Sense of Values for Work

_____Speed of Mental Reaction

Personal Appearance

_____Cleanliness and Neatness

_____Health

_____Poise

_____Posture

_____Stamina

_____Taste/Appropriateness in Dress

Personality

_____Expression

_____Initiative

_____Manners

_____Social Attitude

_____Tact

_____Voice and Speech

Production Ability

_____Organization of Work

_____Quality of Work

_____Resourcefulness

_____Teamwork

_____Volume of Work

Evaluator:

____

NAME ______________________________

TEST

BANKING

Points Possible 20 Passing 14 Your Score ____

VOCABULARY

Match each word to it's correct definition by placing the letter of the definition by the word it goes with.

1. ___ Checks outstanding
2. ___ Deposits outstanding
3. ___ Check Record
4. ___ Bank Statement
5. ___ Service Charge
6. ___ Reconciliation
7. ___ Bank Balance

[illegible]. ___ Checkbook Balance

9. ___ Adjusted Bank Balance
10. ___ Correct Checkbook Balance
11. ___ Deposit Slip
12. ___ Bank Number
13. ___ Currency
14. ___ Coins
15. ___ Depositor
16. ___ Deposit Receipt
17. ___ Endorsement
18. ___ Restrictive Endorsement
19. ___ Stamped Endorsement

[illegible]. ___ Deposit

a. Paper money - one dollar bills, five's, ten's, ect.

b. The amount of money in the account according to the bank statement.

c. Your record of checks, deposits, and your balance.

d. The person making the deposit.

e. The checkbook balance after the service charge is subtracted.

f. The endorsement used when a check is deposited.

g. Checks that are not on the bank statement.

h. Putting money in a checking or savings account.

i. The cost of having a checking account.

j. The form used to make a deposit.

k. A statement from the banking listing checks, deposits, and your balance.

l. Change - money made out of metal, pennies, dimes, etc.

m. Signing the back of a check to cash or deposit it.

n. Making the checkbook balance and the bank statement balance agree.

o. Using a rubber stamp to endorse a check.

p. The bank balance after it is in agreement with the checkbook balance.

q. The number used to list the checks on the deposit slip.

r. Deposits that are not on the bank statement.

s. A receipt you get from the bank when you make a deposit.

t. The balance in your checkbook.

Multiple Choice

Points Possible 10 Passing 7 Your Score _____

Circle the letter of the best answer to each question.

1. To find the adjusted bank balance -

   a. subtract the outstanding deposits and add the outstanding checks to the ending bank balance.
   b. add the outstanding deposits and subtract the outstanding checks from the ending bank balance.
   c. subtract the outstanding checks and add the outstanding deposits to the ending checkbook balance.

2. To find the correct checkbook balance -

   a. subtract the service charge from the ending checkbook balance.
   b. add the service charge to the ending checkbook balance.
   c. subtract the service charge from the ending bank statement balance.

3. To find out which checks and deposits are outstanding -

   a. make a check mark by each check and deposit on the check record that is not on the bank statement.
   b. make a check mark by each check and deposit on the bank statement that is on the check record.
   c. Make a check mark by each check and deposit on the check record that is on the bank statement.

4. The adjusted bank balance should be -

   a. more than the correct checkbook balance.
   b. equal to (the same) as the correct checkbook balance.
   c. less than the correct checkbook balance.

5. If the adjusted bank balance is not the same as the correct checkbook balance you should first -

   a. check with the bank for errors in their records.
   b. check your math on the bank reconciliation for errors.
   c. check your checkbook for errors.

6. Checks may be listed on the deposit slip -

   a. by the bank number only.
   b. by the check writer's name only.
   c. both ways are used but "a." is the most commen.

7. When listing currency, coins, and checks on a deposit slip -

   a. list the currency and coins as one amount and the checks as one amount.
   b. list the currency, coins, and checks as one amount.
   c. list the currency, coins, and checks seperately.

8. When endorsing a check for deposit, use the following endorsement -

   a. For deposit to the account of (your name).
   b. Pay to the order of (your name).
   c. Without recourse (your name).

9. When recording a deposit in your checkbook -

   a. use the next unused check stub and subtract the deposit from the balance.
   b. use the next unused check stub and add the deposit to the balance.
   c. use the check stub the last check was written on and add it to the balance.

10. Another name for the bank number you list the check on the deposit slip by is -

   a. A.B.B. Number.
   b. B.A.B. Number.
   c. A.B.A. Number.

KEY TO BANKING TEST

I

1.) G

2.) R

3.) C

4.) K

5.) I

6.) N

7.) B

8.) T

9.) P

10.) E

11.) J

12.) G

13.) A

14.) L

15.) D

16.) S

17.) M

18.) F

19.) O

20.) H

II

1.) B

2.) A

3.) C

4.) B

5.) B

6.) C

7.) C

8.) A

9.) B

10.) C

CHANGING TYPEWRITER RIBBONS

1. Wind the ribbon on one spool, usually the right.

2. Raise and lock the ribboncarrier. Do this by pressing down the shift lock, moving the ribbon control for typing on the lower portion of the ribbon, and by depressing and locking any two keys, such as y and u.

3. Remove the ribbon from the carrier and remove both spools.

4. Hook the new ribbon to the empty spool and wind several inches of the new ribbon on it. Be sure that the ribbon winds and unwinds in the proper direction.

5. Place both spools on their holders and thread the ribbon through the ribbon carrier.

6. Release the shift lock, and return the ribbon indicator to the position for typing on the upper portion of the ribbon. Unlock the two type bars, and the typewriter will be ready for use.

7. Clean the keys, if necessary. When a new ribbon is first used, it may be necessary to clean the keys so that all typed letters will be clear and bright.

CARE OF THE TYPEWRITER

Many firms have contracts with the dealers to provide regularly scheduled maintenance service. Expert repairmen come to the office to clean the machines, make adjustments, and replace parts. Although you can usually count on such service at regular intervals or on call, you should know how to take care of your typewriter, how to keep it clean, and how to make minor adjustments. Proper maintenance often prevents the need for expensive repairs and ensures longer life for the machine. Here is a checklist you should follow:

Every day

- Move the carriage first to the extreme left, then to the extreme right, while wiping the exposed surfaces of the carriage rails, both upper and lower, with a dry cloth and brushing out the eraser crumb accumulation.

- Clean the typing element or the typefaces with a dry bristle brush, brushing the typefaces toward you and away from the type segments.

- Dust exterior and accessible parts and also underneath the typewriter with a brush or lint-free cloth.

- Cover the typewriter at night to protect it from dust. If it is an electric turn it off when not in use.

Once a Week

- Wipe the carriage rails and the exposed parts behind the paper table with a cloth slightly moistened with oil.

- Clean the cylinder, paper feed rolls, and paper bail rollers with denatures alcohol.

- Clean the typefaces with type cleaner.

Type cleaners
There are several kind of type cleaners. One brand, which resembles putty, is pressed against the typefaces to remove accumulation of ink and dirt. Another product consists of thick soft paper to be inserted in the machine, after which the ribbon is moved to stencil position and the keys are struck firmly several times until all are clean. There are also roller type cleaners or brushes on the market. Be cautious when using liquid cleaners, they should be used sparingly, for they may damage the finish of the typewriter.

You may prevent possible damage by placing a cloth on the headrest underneath the type to absorb the excess fluid. To know the best cleaner for your typewriter, consult the typewriter repairman and ask which cleaner he recommends.

VESL LESSON PLAN CLASS ESL/AG Secretary-Bookkeeper Week # 31

1) **LESSON TOPICS:**

ESL

Portfolio (Vocabulary, Purpose, Layout); Review of Problem Areas

VOC

Portfolios, Mock Interview, Make-up Work

2) **BEHAVIORAL OBJECTIVES:**

ESL

--To correct words difficult to read/or write.

VOC

_To put together a portfolio of his/her work, resume, job application, etc. with table of contents.

--To use interviewing skills.

3) **LESSON OUTLINE: (TEACHING METHODS, STUDENT ACTIVITIES, EVALUATION INSTRUMENTS)**

ESL

Day 1: Have the students spend all of Day 1 going through handouts and notes and list difficult to read and/or write. Write them on the board and ask the class to help read the words. Have students then write the words difficult to them ten times each

VOC (Beginning and Advanced) Have students:

Day 1:

1. Organize samples of work, resume, job application, and letters of recommendation in a portfolio. (See "Table of Contents.) The portfolio's function is to present the student on paper more completely than with the resume.
2. Make-up work (tests, portfolio samples, work sheets, etc.). Conduct mock interviews for students to introduce themselves and portfolios, also to discuss job duties, their resume/qualifications and interests in working. Evaluate each student according to "Employee Evaluation Checklist" (included with Week 30 materials). Relate evaluation to student's performance in class and other knowledge of student's employability. Tactfully suggest how each student can improve. Actual interviews will result in efforts by the job developer to place the student into on-the-job training.

Day 2: This last day of class is well-spent by having a commencement dinner. The purpose is to end the program in a positive manner. Certificates of recognition and completion can be presented to students. Guests can be honored who helped the program throughout the year or who are potential OJT or permanent employers. The ethnic foods can be provided potluc style representing students' countries. Slides taken throughout the year of students and activities can complete the evening.

4) **MATERIALS NEEDED:** For the portfolio, a collection of the year's work and a folder or binder; the "Employee Evaluation Checklist" (from Week 30 materials). and certificates of completion and recognition.

PORTFOLIO
TABLE OF CONTENTS

Resume 1

V/ESL Agribusiness Secretarial Course Certificate 2

Handwriting Sample

Job Application 3

Typing

Personal/Business Letter - Modified Block 4

Business Letter - Modified Block 5

Business Letter - Block 6

Envelopes 7

Memorandum 8

Post Card 9

Labels 10

W-4 Form & Social Security Card Application 11

Payroll

Time Cards - Hourly 12

Time Cards - Piece-work 13

Payroll Register 14

Payroll Checks 15

Banking

Checks 16

Deposit Slips 17

Bank Reconciliation 18

Computation

Adding Machine 19

Electric Calculator 20

Record Keeping

Petty Cash Book 21

Income Tax Records 22

Certificate Of Completion

Awarded to

____

for completing a Vocational English-As-A-Second-Language
course in Agricultural Secretary-Bookkeeper
and demonstrating entry-level skills in:

_________*Adding Machine*
_________*Checking Account Skills*
_________*Filing*
_________*Mail Handling*
_________*Math*
_________*Payroll*
_________*Reception*
_________*Recordkeeping*
_________*Related English*
_________*Typing*

Awarded by Ceres Unified School District on _______________

____
Principal, Adult Education

____
Voc-English Teacher

____
Vocational Teacher

Certificate Of Recognition

Presented to

____

for participating in the introductory Vocational
English-As-A-Second-Language course of

____

Awarded by Ceres Unified School District on ____________

______________	______________	______________
Principal, Adult Education	Voc-English Teacher	Vocational Teacher

GLOSSARY

Adding Machine: A machine used to add and subtract by pressing keys. Susan adds the columns of numbers with the help of the adding machine.

Addition: The process of adding numbers together: (6 + 4 = 10).

Address: A name and place written on a letter and its envelope to the place and person to whom the letter will be sent. Guadalupe put the address on the envelope:

Doug Stevenson
1832 Lark Way
Modesto, CA 95350

Adjusted Bank Balance: The bank balance after it is in agreement with the checkbook balance.

Alike: The state of being similar or appearing to be the same. Joan and Jean, who are twins, look alike.

Alphabet: All of the letters in the English Alphabet in a fixed order. The class practiced writing the alphabet to memorize the letters: A B C...Aa Bb Cc Dd Ee Ff Gg....

Alphabetical: In order of the letters in the English Alphabet. Shirley filed the folders in alphabetical order.

Alphabetize: To put in order of the letters of the English Alphabet. George will alphabetize the names on the list.

Application: A business form which people fill out if they want a job. When Joe filled out the job application, he wrote all of his past work experience, qualifications, and personal information as neatly as he could.

Appointment: A period of time devoted to a person which has been arranged earlier. The secretary called Mr. R.I. Vlate to remind him that he had an appointment to see her boss at 10 A.M. Tuesday, April 15, the following morning.

Balance: The amount of money in a checking account. Peggy deposited forty dollars into her checking account so that the balance was $280 instead of $240.

Bank Number: The number used to list the checks on the deposit slip.

Bank Statement: A statement from the bank listing checks, deposits, and your balance.

Bills: A written order asking you to pay the specific amount of money you owe. The electricity company sends Sam a bill at the end of each month asking him to pay for the electricity he had used in that month.

Block Style: A form of business letter in which all of the lines begin at the left margin. Single spacing is used except double spacing between paragraphs. Eliza typed a Block Style memorandum to all of the farmers in the county.

Body: The message part of a letter. (Between the salutation and the complementary close.)

Business Memorandum: A short business communication usually used inter-office (between departments) or between branches of the same business.

Capitalization: Large letters as opposed to small letters (ABC). A) Capitalize the first word of every sentence and the first word of every complete direct quotation. B) Capitalize after a colon (:) if it is a complete sentence. C) In the salutation of business letters capitalize the first and last words, all titles, and all proper names used. D) In the complementary close capitalize only the first word. E) All titles in an address should be capitalized. Also, in closing lines (Bill Morris, President). F) Capitalize all personal names, clubs names of streets places and seasons of the year and days of the week, months and holidays. G) Capitalize the beginning of a question within a sentence.

Carbon Copy: When you make a duplicate of what you're typing by inserting a sheet of carbon paper between the original and the copy, type the letters "CC" by the reference initials.

Certified Mail: A type of mail in which there is no commercial value, but proof that the letter was received is wanted. So the post office will request upon delivery of the letter a receipt to show that the letter was received.

Check: A written order directing the bank to pay out an amount of money of an account holder to another person: Betty wrote a check for ten dollars to the grocery store.

Checkbook Balance: The amount of money in the checking account according to the personal checking account.

Check Register: A small book in which checks, deposits, and balances are recorded if the checks ar the type that don't have check stubs. Most personal checks are recorded this way.

Checks Outstanding: Checks that are not recorded on the bank statement because the statement was sent out before the check arrived at the bank.

Check Stub: A form that is detached from the check and remains in the checkbook as a record of the check written.

Checkwriter: A machine that writes the amount on the check in a way that it can't be changed.

Chronological Filing: Filing material by its date, with the newest material infront and the oldest in back. (For example, by the billing date or due date.) Sam filed the magizines in chronological order.

C.O.D.: Collect on delivery a package or letter sent to you for which you must pay the postage when it arrives.

Coins: Money made from metal half dollars (50¢), quarters (25¢), dimes (10¢), nickels (5¢), pennies (1¢), are all less than one dollar. A metal dollar is also made: John changed a dollar for coins to go in the petty cash fund.

Colon: 1) A colon may be used before listing items: We took three things with us, a suit case, a purse and a gun. 2) A Colon may be used before a quotation or before a question within a sentence: What we would like to know is: Can you handle the job? 3) Use a Colon in expressing time: He arrived at 3:28 P.M.

Comma: Use a Comma - A) to separate words in a series: Buy some bread, cheese, and milk. B) to separate words, addressing a person, take this, Mr. Jones, to Mr. Smith's desk. C) to separate a clause in a sentence: After eating a good breakfast, she went to work. D). to separate clauses not necessary to the sentence. Barbara, who everyone likes, typed many hours over the weekend. E) before short quotations: He asked, "Where's my coffee?" F) to separate day from year and city from state: She was born September 13 1958 in Modesto California. G) to separate adjectives: Carole is a smart, pretty, warm hearted secretary. H) separate unrelated figures 100, 1978 model typewriters were bought for the office.

Complementary Close: A Complimentary Close is typed 2 lines down from the body of the letter: Capitalize the first word:

Sincerely yours,

Ray Perkins

Correct Checkbook Balance: The checkbook balance after the service charge is subtracted.

Crop: Different products which farmers grow at different seasons during the year. The peach farmer worried about his crop during the summer rain.

Currency: Money made of paper instead of metal: Phillip had $27 in currency and $8 in change.

Date Line: Date line is where the date is typed on a business letter, depending on how many words there are in a letter: Frieda typed the date on line 20 from the top of the paper. Words in proportion to lines:

100	20
10-150	18
151-200	16
201-250	14
251-300	12
300-	12

Dating Mail: Stamping or writing the date you received the mail on the incoming mail: Carlos wrote the day's date on the mail as soon as it arrived.

Days of the Week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.

Decimal: A period placed after a whole number with fractions following the decimal point: 2.5 or 2½.

Deductions: Money that is subtracted from an employee's paycheck: State Tax, Federal Income Tax, S.D.I., and FICA are all deductions.

Definition: The meaning of a word: Kathy wrote a definition for each vocabulary word.

Deposit: Money that is put into an account in the bank: Carla's employer put a $200 deposit into his farm checking account.

Depositer: The person making the deposit of money to the bank.

Dictionary: A book with definitions of many English words listed in alphabetical order: Paul looked up a word, he was unfamiliar with, in the dictionary.

Deposit Receipt: A receipt (paper of proof) that the depositor gets when he makes a deposit to the bank.

Deposit Slip: The form used to make a deposit of money to the bank.

Deposits Outstanding: Deposits that are not on the bank statement because the bank statement came out before the deposit arrived at the bank.

Dictionary: A book with definitions of many English words listed in alphabetical order: Paul looked up a word, he was unfamiliar with, in the dictionary.

Different: State of being dissimilar or not appearing the same or equal. People say George and Ben are just alike, but when you get to know them better you'll find they are very different from each other.

Directions: North-toward Canada, South-toward Mexico, East-toward Altantic Ocean, West-toward Pacific Ocean.

Division: Breaking a number down into factors (numbers when multiplied together equal this number): 5 4 = 20.

Drawer: A person that writes a check asking the bank to pay some amount of money out of his account to another person or business.

Employee's Earning Record: A business form on which each employee's records are kept. Each employee has an Employee's Earning's Record on which their paycheck information is recorded. It is totaled quarterly and the information is used to make quarterly reports of payroll taxes to the government.

Enclosure: An extra note or slip of paper included in a business letter. The word Enclosure should be typed at the bottom of the letter so that the person who received the letter won't miss it.

Endorsement: Signing the back of a check which is written to you so that it can be cashed.

Envelope: The folded paper in which letters are mailed. In a small Envelope the mailing address begins on line 13 and the left margin is 30. On an average size letter the mailing address starts on line 16 and the left margin is set on 48.

Exemption: A deduction from the amount of income tax the employee pays is allowed for each person supported by the employee (including himself).

Express Mail: Mail which is sent that the post office guarantees will arrive the next day.

Farm Equipment: Machinery used on a ranch or farm (tractor attachments, spray rig, etc.).

Federal Income Tax: A payroll tax paid to U.S. Government. Farmers are not required to take it out of the payroll checks but some do as a courtesy for their permanent employees. These taxes are usually not withheld from temporary employees. They pay all at once at the end of the year

FICA: Federal Insurance Contributions Act, usually known as Social Security used for paying disability benefits. The employee pays 6.13% of his wages and the employer pays another 6.13% to FICA. FICA is not deducted until $150 has been made then the 6.13% from the first $150 is deducted from the second check

File Cabinet: A container with drawers where folders are filed and kept.

Filing : A systematic method of storing materials so that they can be found easily and quickly: Our class practiced filing by putting our folders in a special order.

File Folder: A special folder to keep filed materials in: Joseph put the receipts in the file folder for receipts.

Fingers: Appendages on your hands. Thumb, forefinger or index finger, etc.

Flammable: Combustable, inflammable. A sign signifying that a substance that catches fire easily is near.

Follows: Coming after: B follows A in the alphabet.

Fraction: A figure expressing a number: ½, ¼ etc.

Full Block Form: A style of business letter in which all of the lines begin at the same left margin.

Given Name: Your name given to you at birth: Dopey's given name is really Egbert Leonardo Fleckendorf.

Greet: To meet and help people as they come into the office: The receptionist will greet Mr. Amble as he comes into the office.

High Voltage: A sign signifying the damper of a high power of electricity nearby: Bill was shocked badly because he didn't read the high voltage sign near the wires.

Holidays (legal): Days observed by the whole nation: New Years Day, Abraham Lincoln's Birthdday, George Washington's Birthday, Easter, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterens Day, Thanksgiving, and Christmas.

Home Row: The keys on which you place your fingers when you first start to type: (A-S-D-F-J-K-L-:;).

Incoming Mail: Mail received by a business each day: Benson sorted the incoming mail each morning at the office.

Indent: At the beginning of each new paragraph move the left margin over to the right a few spaces in the first sentence.

Inflammable: Flammable/combustable. A substance which catches fire easily: George put his cigarette out when he read the sign "Flammable" on the gasoline truck.

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Initials: Letters used to represent full names. They are alphabetically filed before a word starting with the same letter: Gary filed A & Q Trucks before Ader's Trucks.

Intersection: A place where roads meet and cross each other: The policeman stood in the intersection directing traffic.

Introduce: To identify and present: Peggy will introduce our guest speaker, Dr. Anderson, tonight.

Keyboard: The keys on the typewriter: Kate placed her fingers on the keyboard of the typewriter and began to type.

Last Job First: Write/type your last place of employment first. This is usually required when filling out a job application. The first request on the job application, that Thomas filled out, was to write his last job first.

Last Name First: Write your fathers last name first, then write your first name: José Gonzales Arteaga wrote his name on the application last name first; Arteaga, José.

Left Margin Stop: A small lever which is pushed in and then moved to the left margin: Mark set his left margin on 20 to type a business letter.

Left Platen Knob: A knob that rolls the platen roller up and down to insert paper into the typewriter: Peter held the Left Platen Knob and turned it to insert the paper.

Letterhead: Private typing paper with the name and address of the business printed at the top: Lucille typed the first page of the business letter on Letterhead.

Line Space Regulator: A switch which regulates the machine to type on every line (single space) or every other line (double space): Tim set the Line Space Regulator on single space to type the business letter.

Local Mail: Mail that is to be sent somewhere inside the city limits.

Mail Register: A book in which all incoming mail is recorded: Rusty wrote down the following information (from incoming mail) in the mail register: Date received, description, from who, date sent, addressed to.

Marginal : The space between the writing and the edge of the paper: Henry set his left margin on 20 and his right margin on 80 to type the business letter.

Mixed Punctuation: Punctuation style in a letter in which a colon follows the salutation and a comma follows the complimentary close.

Modified Block: A letter in which all of the lines begin at the left margin except for the date line and complementary close, which begin in the center.

Modified Block Indented: A modified block letter with indented paragraph.

Months of the Year: January, February, March, April, May, June, July, August, September, October, November, December.

Multiplication: The process of increasing the value of a number by adding it to itself as many times as the value of another number: 4 x 5 = 20.

Name: A word that some person, place or thing is called: That handsome man's name is Goofy.

Numerical Filing: A system of organizing material by number: Casey used a numerical filing system and filed the numbers beginning with 1.

Office: A place in which business and clerical duties carry on.

On-Off Switch: The switch that turns the machine on and off: The teacher asked the students to be sure and turn the On-Off Switch to off when they were ready to leave.

Open Punctuation: A letter with no punctuation after the salutation and complementary close.

Out Folder: A folder which is meant to contain material which has been completed.

Outgoing Mail: Mail which is to be sent out of the office to someone: Bill made sure all of the addresses were correct on the envelopes of the outgoing mail.

Out of Town Mail: Mail to be sent outside of the town/city.

Paper Bail: The metal bar that holds the paper flat against the typewriter.

Paper Bail Roll: The rubber rollers on the paper bail.

Paper Clip: A device made of bent wire designed to hold papers together.

Paper Guide: A piece of metal that guides the paper and keeps the paper straight. The left edge of the paper should be against the paper guide and the guide set at 0.

Paper Money: Money which is made from paper (bills) as opposed to money made from metal (coins): Kevin found a two dollar bill in the pile of paper money.

Paper Release: A lever which releases the paper from the typewriter. When inserting paper use the paper release to straighten the paper. Also, use the lever before pulling the paper from the typewriter.

Paper Table: A scale numbered from left to right with spaces on the typewriter. Used to line up the paper guide at 0.

Paragraph: A part of something written consisting of one or more sentences on one subject or idea. A paragraph usually starts with an indented space.

Parenthesis: An additional word or phrase placed in a sentence to explain or modify what is said, usually set off by curved marks ( ).

Payee: The name of a person written on a check to whom the amount of money is to be paid: Beverly was the payee on the check which was lost.

Pay Period: The length of time you get paid, usually every week, or, every other week or every month.

Payroll: A list of employees and the amount of pay that they have earned.

Payroll Register: A business form on which the entire payroll for each pay period is recorded.

Payroll Tax: A business is required by the government to withold certain taxes from their employee's paychecks. These taxes are forwarded to the government. Payroll taxes paid in California include: Federal Income Tax, State Income Tax, State Disability Insurance, and Social Security Taxes.

Pegboard: A special board used to write the payroll check, the employee's earning record, and the paryroll register all at one time. You only write the information once, and it is more time saving and accurate than the traditional method of record keeping.

Piecework: Many farmers pay by the amount of work done rather than by the hour. For example pruning, picking, thinning, and hoeing may be paid by the tree. However, a record of the number of hours the employee works must be kept also, because the piecework wage must be equal or more than minimum hourly wage. A good worker will usually make more than the hourly minimum wage when doing piecework.

Period: The punctuation or dot placed at the end of a sentence.

Personal Mail: Mail that is addressed to a specific person rather than a business name. A secretary should give personal mail to the person to whom it is addressed unopened.

Petty Cash: A small amount of cash kept in the office to pay for emergency bills: Brenda paid for the C.O.D. package with money from the petty cash fund.

Petty Cash Book: A book in which petty cash vouchers are recorded: The date, explanation of expense or money received, amount or money paid or received was all information that Paul recorded in the petty cash book.

Petty Cash Book: A book in which petty cash vouchers are recorded. The date, explanation of expense or money received, amount or money paid or received was all information that Paul recorded in the Petty Cash Book.

Phone Book: A book listing the names and phone numbers of people with phones in alphabetical order: Mohammed looked up his friends telephone number in the Phone Book.

Poison: A substance which is dangerous to a person's health if he eats or is exposed to too much of it, depending on the substance: The dog died because it ate some poison.

Postage: The amount of money one has to pay to have a letter sent. The amount is paid by buying stamps from the post office.

Postage Meter: A machine that prints the postage and the postmark.

Precedes: Something in a sequence coming before another thing: A precedes B in the alphabet.

Punctuation Mark: Any of various marks used to make the meaning of written material clear: (. : ; ? ! ,).

Question Mark: Punctuation used at the end of a question (?).

Receptionist: A person in the office who greets callers, makes appointments, and gives information.

Reconciliation: Making the checkbook balance and the bank statement agree.

Reference: The person who has typed the letter types his/her initials of their name at the bottom of the letter: Peggy Foil typed pf at the bottom of the business letter that she typed.

Restrictive Endorsement: Endorsing a check so that it can only be deposited in the bank.

Return Address: The name and address of the person sending the letter. This should go in the top left hand corner of the envelope and at the bottom of the letter.

Return Key: The key on an electric typewriter that returns you from the right margin and back to the left margin.

Right Margin Stop: Where the type writer stops typing on the right side of the letter. Usually the Right Margin Stop is set to stop on 80.

Right Platen Knob: Functions the same as the left platen knob only it is on the right side of the machine.

Ruler: A device that measures inches and fractions of inches, usually only 12 inches long.

Salutation: A statement addressing the person to whom the letter has been written: Dear Sir, Dear Jim, etc.

Scissors: A tool with two blades used for cutting paper in an office.

S.D.I.: State Disability Insurance, a payroll tax that is paid to the State of California to provide for employees who are unable to wrok because of poor health or injury. The employee pays 1% per cent of his wages to S.D.I.

Seal: To fasten something tightly: Heidi Sealed the envelope before mailing it.

Seasons: The parts of the year and the different work which needs to be done to crops during these individual Seasons: Harvest for example is in the Summer.

Service Charge: A fee the bank charges for having a checking account.

Shift: The key on the typewriter that is pushed to make a letter a capital letter: Jill pushed the shift key and the e key is made into a capital E.

Signature: The person who has sent the letter signs his name in his own handwriting style at the bottom of the letter.

Skull and Crossbones: A sign with a picture of a Skull and Crossed bones is a symbol warning people of danger.

Social Security Card: A number given to every employee by the federal government. When FICA is taken out of an employee's check the money is credited to his Social Security account number. An employee receives a free number by applying at the nearest Social Security Administration office. Every employee should have only one social security card. If your name changes (marriage, etc.) you should notify the nearest Social Security office.

Sorting Mail: To separate and arrange the incoming mail into categories before giving it to the employer.

Special Delivery: Delivery of mail by special effort in advance of regular mail for a fee.

Special Handeling: Mail that, for an extra fee, gets better handeling or is cared for better than regular mail.

Stamp: A small paper attached to a letter which proves the postage charges have been paid.

Stamped Endorsement: Using a rubber stamp to endorse a stamp.

Stapler: A small hand machine used in the office that fastens papers together by pinning them with small metal staples: Jean fastened the papers together with the stapler.

State Income Tax: A payroll tax that is paid to the state government, usually only deducted from permanent farm employees.

Subject Filing: A system of filing categorizing by subject (topic): Carey, using a subject filing system, filed the bills according to what they had paid for.

Subtract: Finding the difference between two numbers: 6 - 4 = 2.

Surname: Your fathers last name.

Tab Clear: A key on the typewriter that releases the tab stops you have set: Tina used the tab clear before setting new tabs.

Tab Key: A key that makes the typewriter go from one tabulation stop to the next.

Tab Set: A key on the typewriter that allows you to make the carriage stop wherever you want when you press the Tab Key.

Tabulation: Process of arranging words or information in columns or tables.

Telephone: A machine that is used to talk to people over distances: Tom talked to Diane over the telephone while she was in Africa and he was in Mexico.

Thumbtack: A small metal tool like a short nail used to attach papers onto wall or bulletin board: Rosa put the announcement on the bulletin board with a Thumbtack.

Time Card: A record kept by the employee or his employer that shows the number of hours he has worked each pay period. This is used to prepare the payroll: Joan wrote the number of hours she had worked on the Time Card.

Time Clock: A machine that prints the time on the time card instead of a person writing it in: Gordo put his time card in the time clock when he came to work and again when he left the office.

Tractor: A machine used on almost every farm. It pulls equipment and hauls heavy things: Carl is learning how to drive a Tractor in his Farm Equipment class.

Typewriter: A machine that writes when a person operates they keys correctly.

Void: To cancel or take away legal force of something: Amy will void the check (she made a mistake) by writing void across it.

White Pages: Names of business and their phone numbers listed in alphabetical order in the telephone book on white pages.

Withdrawl: To take out money from an account by writing a check or direct withdrawl.

Yellow Pages: Names of business and their phone numbers listed by categories of subjects in the telephone book.

Zip Code: An abreviation for zone imporvement program. A five digit number written after the address, telling the postal service in what area the letter is to be sent. Example: Modesto, CA 95355.

JOB DEVELOPMENT PLAN

The following general information about the program will help show how and when on-the-job training will fit into the over-all objectives. The purpose of the program will be to increase the English and vocational skills of limited- and non-English-speaking adults for raising their level of skills, specific to the agricultural industry. This will be accomplished in two components, classroom training and on-the-job training (OJT).

Students will first be given exposure and basic English/vocational skills during classroom training. The ESL lessons will teach the students to say very occupational--specific statements, such as: "I changed the oil in the tractor" or "The letter to Mr. Smith is on your desk". Concepts will also be taught in ESL, while the vocational lessons will cover process/procedure with machines and equipment used in a labatory setting. These vocational lessons will incorporate the vocabulary taught by the ESL teacher.

As students' skills develop, the job developer will further their training opportunities by placing the students into OJT. Here, the trainees will learn by actual job performance, complemented by continued classroom training. Based upon the success of on-the-job training, OJT employers will be given the option of later hiring the trainees on a permanent, unsubsidized basis. Otherwise, trainees will be placed into other permanent jobs or training opportunities, appropriate to their interests and needs. The OJT plan is presented here, complete with steps and supplementary materials.

JOB DEVELOPMENT PLAN

(Duties of Job Developer and Staff)

If during the performance of this job development plan the work load becomes too heavy, adjustments will be made if possible, without sacrificing the quality of work. To keep alert of a potential overload, progress reports will be made regularly at monthly staff meeting and as needed. Also during these meetings will be discussed discrimination of trainees/students regarding age, sex, race, religion or marital status in OJT. Our program will discourage such discrimination.

STEPS:

I. Become familiar with students' skills, interests, availability, etc., by writing profiles or case studies of each. Do this by observing them in class and by talking with them, regularly.

II. Determine how, when and where to learn of prospective employers, (such as agriculturally-based associations and bussinesses):

  A. Growers Harvesting Committee.
  B. Peach Growers Association.
  C. Employment Development Department (EDD)
  D. Comprehensive Employment Training Act (CETA)
  E. Dairymen's Association
  F. Telephone Book (Classifications of Yellow Pages):

    1. Ag Chemicals
    2. Ag Sprays/Crop Dusting
    3. Ag Consultants
    4. Farm Equipment Dealers
    5. Farm Equipment Repairs
    6. Dairy Equipment/Supplies
    7. Harvesting Contractors
    8. Hatchery/Poultry
    9. Home Growers Associations
    10. Vegetable Shippers
    11. Warehouse
    12. Wine Industry/Wineries/Vineyards

III. Call and visit employers to learn of on-the-job-training (OJT) leads and of their labor needs.

IV. Compare students' skills with labor needs of employers. In the process, help students fill out "Trainee Job Profile Cards". Then, roughly determine students' CETA eligibility for estimating to what extent CETA should be emphasized with prospective employers. (If only a few students qualify for CETA, the job developer should focus on non-CETA OJT contracts.) Arrange for students to complete CETA forms and to have individual interviews with CETA.

Identify those students seeking OJT but not qualified for or interested in CETA. Plan to develop OJT opportunities for these students directly between our program and the employer, with the employer paying wages.

V. Determine strategies for securing OJT leads from the employers identified:

A. Identify advantages for the OJT Employer:

1. Can screen trainees before commiting self to OJT.
2. Can instruct trainees of employer's particular way of operating equipment, etc.
3. Can benefit by trainee's labor without paying wages (providing trainee wants to volunteer).
4. Can have trainee on flexible schedule, if necessary.
5. May not incur insurance costs (if under CETA or if trainee volunteers).
6. Can have bilingual/bicultural trainee for interpreting.
7. Would be assisted in counseling and monitoring trainee by program staff.
8. Would not have to train from scratch; trainee would already possess basic vocational and related ESL skills.
9. Can have first choice at hiring trainee permanently after OJT objectives are met.

B. Design and send out a brightly-colored brochure to all prospective employers. Design brochure to describe classroom- and on-the-job training, and also to list advantages the employer would have. Provide a stamped, addressed 3" X 5" card for those interested to detach and return. (Be sure to check with the post office concerning weight and postage specifications.)

C. Follow-up by immediately telephoning employers responding to brochures. Within one to two weeks, contact those not responding. Schedule appointments to develop leads.

D. Develop OJT sites:

1. Meet with prospective OJT employers to further explain the program and its linkage with CETA, as an alternative OJT plan. Secure job openings and learn of employer's OJT preferences for CETA* or otherwise.

2. Match student with OJT position, based upon skills; interests; and job duties, hours and location. On "Trainee Job Profile Card" or similar form, have student record hours available for the coming week, by updating the card. This will help the job developer plan OJT placement around the student's other commitments.

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*Of major importance in the contract are the options ofpaying the trainee: 50-50 with CETA paying half, 100% paid by employer without CETA, or no wages paid by employer (trainee volunteers time).

3. Arrange opportunity for OJT employer and trainee to meet. If employer and student are in agreement with developing an OJT opportunity, agree on terms of contract* and the responsibilities of each person.
4. For students needing/wanting other types of services than on-the-job training, refer them to appropriate agencies within their communities. Make sure their needs are met.

E. Visit/monitor job sites and training:

1. For non-CETA OJT trainees, talk with trainee and employer separately and together to resolve problems and to identify potential problems. Have them complete evaluation forms for documentation.
2. For CETA OJT trainees, maintain contact with CETA's monitor/ job developer.
3. Our job developer will communicate to our teachers any skill deficiencies for trainees to overcome during evening classes.

F. Monitor off-site:

1. During breaktime of the evening classes, the trainee, job developer, and staff can discuss the trainee's OJT more casually. The trainee may need this extra "counseling", and, as a result, may reveal other job-related problems.

2. If OJT is incomplete by end of program, CETA-monitored OJT trainees will be CETA's responsibilitiy. Non-CETA trainees will be the program's responsibility and will be enrolled into other suitable programs (i.e., similar community agencies, etc.) providing desirable training is complementary to the training just completed.

---

*See page 2 - bottom.

Do You Need
Bilingual
Employees
?

Ceres School District
has adults
who are training
to fill **YOUR**
needs

Classroom Training

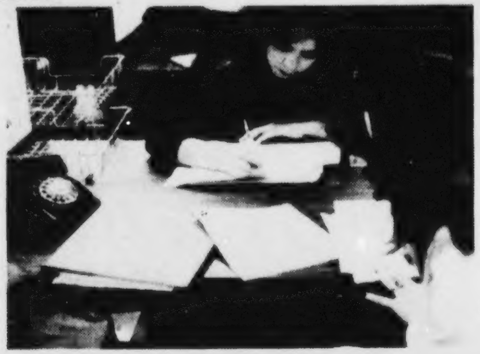
Through the Adult Education Program of the Ceres Unified School District, students are gaining agricultural skills in two classroom situations:

FARM EQUIPMENT
OPERATION/MAINTENANCE

Basic agricultural English/math
Operation of farm equipment
Maintenance of farm equipment
Preventive maintenance safety

E.S.L./AGRICULTURAL
SECRETARY/BOOKKEEPER

Basic agricultural and business English
Basic bookkeeping/recordkeeping payroll
Business Machines
Mail handling
Receptionist
Filing



On-the-Job Training

On-the-job training will soon adapt these skills to meet the EMPLOYER'S special needs. Does this program sound like YOUR operation can benefit from it?

To complete this two-phase program, YOUR cooperation is needed for helping us to provide on-the-job training sites. These sites can be provided in two different ways:

1. Full-time employees (the state pays one half of the wages

or

2. Part-time employees (the student donates his or her time)

The work habits and performance of these O.J.T. trainees will be monitored by our staff.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not neccessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

For further information please contact:
Ronald Eayrs or Carolyn Ferguson
at (209) 538-0255

PLEASE COMPLETE AND RETURN THIS QUESTIONNAIRE. **YOUR** IDEAS ARE NEEDED TO FURTHER ENRICH THIS PROGRAM:

Do you need employees who are skilled in these areas? (Please check priorities.)

FARM EQUIPMENT
OPERATION/MAINTENANCE

________ Farm equipment operation
________ Farm equipment maintenance
________ Preventive maintenance
________ Safety
________ Bilingual

Your specific needs ________________

AGRICULTURAL
SECRETARY/BOOKKEEPER

________ Answer telephone/take messages
________ Business machines
________ Bookkeeping
________ Handle mail
________ Payroll
________ File
________ Bilingual

Your specific needs ________________

Carolyn Ferguson
Adult Education Department
Ceres Unified School District
P.O. Box 307
Ceres, CA 95307

Nonprofit Org.
U.S. Postage PAID
Permit No. 20
Ceres CA 95307

No Stamp Necessary;
Postage Has Been Prepaid by:

Mrs. Carolyn Ferguson
Adult Education Department
Ceres Unified School District
P.O. Box 307
Ceres, CA 95307

Schedule For Employer Contacts*

Scheduled Contact AM PM /
Time Date Today's Date

Contact with /
Name Company

Street Address

Mailing Address

City Zip Telephone No. -

Contact by
Program rep. / Title

Results:
Job Opening (Title)

No Job Opening Secured/Reason

Action to Take

Additional Comments

Scheduled Contact AM PM /
Time Date Today's Date

Contact with /
Name Company

Street Address

Mailing Address

City Zip Telephone No. -

Contact by
Program rep. / Title

Results:
Job Opening (Title)

No Job Opening Secured/Reason

Action to Take

Additional Comments

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Contact with
Name / Company

Street Address

Mailing Address

City Zip Telephone No. -

Contact by
Program Rep. / Title

Results:
Job Opening (Title)

No Job Opening / Reason

Additional Comments

Scheduled Contact AM PM /
Time Date Today's Date

Contact with
Name / Company

Street Address

Mailing Address

City Zip Telephone No. -

Contact by
Program Rep. / Title

Results:
Job Opening (Title)

No Job Opening / Reason

Additional Comments

* See detailed description of particular job.

JOB ORDER

Date____________ Person Taking Order____________

Employer____________ Contact Person____________

Company____________ Supervisor____________

Address________________________

Telephone No.(   )____________

Job Site________________________

Job Title____________ Pay $______ Per____

Hours + Days____________ Ttl. Hrs/Week____________

Qualifications/Requirements:____________

____

____

Job Description (List major duties first.)____________

____

Skills Employer/Other Will Train in____________

____

Comments:________________________

____

Probably CETA or Non-CETA?

419

(Over Referrals)

Job Referrals Made:

Date	Student's Name	Results
1. ______	______	______

Comment: ______ Initials: ______

2. ______	______	______

Comment: ______ Initials: ______

3. ______	______	______

Comment: ______ Initials: ______

4. ______	______	______

Comment: ______ Initials: ______

5. ______	______	______

Comment: ______ Initials: ______

Re-assessment of Job Opening ______

______

______ Initials: ______

Adjustments Made/Date ______

______ Initials: ______

6. ______	______	______

Comment: ______ Initials: ______

7. ______	______	______

Comment: ______ Initials: ______

420 (Over for Job Order)

(FOR STUDENT'S FILE)

OJT Referral

DISPOSITION FORM

TRAINEE: ____________________

DATE REFERRED: ____________________

EMPLOYERS BUSINESS: ____________________

____
(Street Address)

____
(City) (Zip) (Telephone)

CONTACT PERSON: ____________________

DISPOSITION OF INTERVIEW

JOB OFFERED:

DATE: __________

_____HIRED

_____OFFERED BUT DID NOT ACCEPT

_____NOT OFFERED JOB

PROGRAM COMMENTS:

(FOR STUDENT'S FILE)

OJT Referral

DISPOSITION FORM

TRAINEE: ____________________

DATE REFERRED: ____________________

EMPLOYERS BUSINESS: ____________________

____
(Street Address)

____
(City) (Zip) (Telephone

CONTACT PERSON: ____________________

DISPOSITION OF INTERVIEW

JOB OFFERED:

DATE: __________

____HIRED

____OFFERED BUT DID NOT ACCEPT

____NOT OFFERED JOB

PROGRAM COMMENTS:

ON-THE-JOB-TRAINING (OJT)

AGREEMENT

1. Job Title: ____________________

2. Name and Address of Employer: ____________________

____________________ 3. Training Location: ____________

4. No. of Participants: ____________ 5. Hours of Training: ____________

6. Length (time) of Project: ____________ 7. Starting Date of Project: ________

8. Purpose and Objectives of Project:

☐ To develop new skills ☐ To upgrade basic knowledge

☐ To teach job related skills training through formal instruction

9. Major areas of training and employment objectives:

A. Prepare for work as a ____________________

B. Job skills that will be taught:

10. Activities and Conditions of Training: (Include supervisor's plan for training, special equipment to be used, and list any supplemental training).

11. Standards for the project:

A. Participant will have close supervision and training from ____________

B. Necessary materials, space and equipment will be provided by the sponsor:

☐ Yes ☐ No If no explain:

C. Sanitary and safety conditions at training site will conform to state and local codes.

☐ Yes ☐ No If no explain:

D. Type of safety instruction to be provided: (Complete only if applicable)

12. Compensation to Trainees:

(Complements of California Employment Development Department)

(ADDENDUM)

OJT
COMMITMENTS

As on-the-job-trainee, I accept the responsibilities to:

1) Conform to rules and regulations of O.J.T station.
2) Give my employer and Job Developer advance notice when I am not able to report to work.
3) Tell my Job Developer as soon as I know;
    - a) that I am dissatisfied with O.J.T. station;
    - b) that I intend to quit; or
    - c) that I have been fired or laid off.
4) Inform Employer that I intend to quit at least 2 weeks before intended last day.

As Employer, in this on-the-job-training agreement, I agree to:

1) Notify Job Developer as to progress of trainee;
    - a) that I am satisfied;
    - b) that I am dissatisfied with trainee; or
    - c) that I intend to fire or lay-off trainee.
2) Help trainee in developing skills appropriate to the particular O.J.T. station.
    - a) O.J.T. station must complement the skills learned in classroom situation.
3) Instruct, train and orient the trainee during the time he/she is assigned to my place, in the following areas:

1)________________________ 4)________________________

2)________________________ 5)________________________

3)________________________ 6)________________________

Hours at this Training Station

Monday Tuesday Wednesday Thursday Friday Saturday

TOTAL Hours per week__________

Compensation to trainee $__________p/hr

CETA Paid____________________ CETA Non-Paid____________________

__________ ____

Date Employee / Employer / Job Developer by OJT Training Supervisor

TRAINEE EVALUATION

Trainee:___________________________ Title:_______________________________

OJT Site:__________________________

How was trainee's:	Tops	V.Good	OK	Help
a) Attitude toward tasks, supervisor, and co-workers?				
b) Ability to follow written and verbal instructions?				
c) Ability to represent your company? . . .				
d) Ability to accept constructive criticism?				
e) Observance of company rules and regulations?				
f) Performance progress?				

Trainee was/was not absent_____days. Was advance notice given? Yes___No___

Comments:____

____

Conference Requested_________ Signature______________________ Date_________ by OJT Trainee

OJT EVALUATION

Trainee:________________________ OJT Title:________________________

OJT Site:________________________

Number of Hours Worked:

What do you feel you learned on your job this week?________________________

____

Did you get enough training from your training supervisor? (If not, explain.)______

____

Signature__________________Date_________

- - - - - - - - - - - - - - - - - -

by OJT Program Monitor

TRAINEE
EVALUATION

Trainee:__________________ OJT Title:__________________ OJT Site:________________

Are OJT objectives being met? (If not, explain.)________________________

____

Trainee's Performance (Good, bad; explanation):________________________

____

Job Site and Trainer:______________________________________

Additional Comments:______________________________________

Monitor:__________________ Title:__________________ Date:__________________

FINAL
OJT EVALUATION

(by OJT Trainee) (After Completing OJT)

Name ____________________ Class ____________

Average Hours worked per week ____________________

Employer ____________________ Supervisor ____________

Job duties ____________________

Please explain the on-the-job training you received from your employer to help you handle your job.

In what ways was this training most helpful? ____________________

Least helpful? ____________________

Did your training supervisor discuss your job with you after the on-the-job visits?

Yes ________ No ________

How were on-the-job visits most helpful to you?

Least helpful? ____________________

Please make any suggestions to improve on-the-job supervision.

(Complements of Ceres Work Experience Program)
Revised

Permanent Job Placement Plan

The ultimate goal of the vocational/ESL program is to place the trainees into permanent unsubsidized employment. After acquiring basic skills, daily performance in regular employment will reinforce skills learned. The procedure used for placing trainees into permanent positions will follow the same steps as in the OJT plan, but geared toward permanent, rather than temporary work. (The forms will be the same, omitting "OJT".)

1. Nearing the completion of meeting OJT objectives, (as determined by staff, employer and trainee) develop job leads. Follow OJT Steps I - VD2. Change strategy for employers hiring permanent help.

   Of importance is an awareness of the employers' and trainees' needs, interests and what they have to offer. Also, the employer, will be explained about how the VESL program will have helped the trainees and how it can help them.

2. Schedule interviews for trainee, and follow up immediatly to learn of disposition. OJT employers will have priority over other employers, providing the trainees are interested in working permanently for the OJT employers.

3. Maintain open communication with the employers and employees for the first few weeks to prevent or resolve problems. This may apply to over-expectations of employees of emPloyers.

* VESL: Vocational English-As-A-Second Language

JOB DEVELOPMENT REPORT

The successes and problems of on-the-job training hinged upon various factors, the major ones being:

1) the presentation of our program to agricultural businesses and community agencies;

2) the job market (very tight at this point in our program);

3) the availability, interests and preparation of our trainees for employment.

Program Presentation:

The brochure included within this curriculum guide was mailed to prospective OJT employers at no cost to them for returning it. A small percentage was returned. Those employers not responding were contacted, but the general response indicated the employers' lack of trainee-type jobs and their concern about the union.

Tight Job Market:

The tight job market caused the less-skilled unemployed to have less chance at securing meaningful work due to greater competition. This was especially a problem for trainees not qualifying for CETA-funded programs. Even if trainees were CETA-eligible, the high unemployment rate caused the waiting lists for CETA programs to swell, deterring service to our trainees.

As an alternative to CETA on-the-job or classroom training in advanced-level vocational classes, the job developer referred some students to junior college where tuition was no problem.

Trainee Availability, Interests and Preparation:

In some cases, trainees were already employed when the job development plan was first initiated. Some trainees were employed at low-level jobs upon enrollment and then: 1) continued in same jobs, 2) were promoted, or 3) became unemployed once seasonal jobs ended. Other trainees were referred by staff to agencies and became employed or entered additional training programs. (Their growing bilingual and vocational abilities were considerable factors here.)

Job Development Report
Continued

Public Relations/Commencement Dinner:

One of the final attempts of developing OJT and other opportunities for meeting the trainees' needs was a dinner. Trainees, staff and families shared their evening of training accomplishments and delicious ethnic foods. The guests (representatives of agricultural organizations and manpower agencies) shared opportunities/services with the trainees, when descriptions were given of their programs in English and Spanish

Certificates of Completion/Recognition were presented to deserving trainees, followed by slides showing classes in session. The trainees expressed gratitude and pride in their successes. As a result, this occasion reaped great satisfaction for most if not all of the seventy people attending.

* * *